

# The Modern Language Journal

Volume XLIII

OCTOBER, 1959

Number 6

---

## Contents

COLLEGE ACTIONS ON CEEB ADVANCED PLACEMENT LANGUAGE EXAMINATION CANDIDATES, <i>John R. Valley</i> .....	261
LANGUAGE LEARNING AND TELEVISION, <i>Edith Kern</i> .....	264
AUDIO-VISUAL AIDS IN THE HIGH SCHOOL, <i>Theodore Huebener</i> .....	266
THE GUIDANCE COUNSELLOR AND FOREIGN LANGUAGES, <i>Frederick A. Klemm</i> .....	268
CULTURAL COOPERATION IN POSTWAR EUROPE, <i>Ernst Erich Noth</i> .....	272
A NOTE ON TEACHING THE GERMAN ADJECTIVE, <i>Richard K. Seymour</i> .....	276
THE READING METHOD AND GERMAN FOR RESEARCH, <i>Ralph P. Rosenberg</i> .....	279
FOUNDATIONS OF VOCABULARY SELECTION FOR THE TEACHING OF HEBREW IN AMERICA, <i>Leon H. Spotts</i> .....	281
THE "INDISPENSABLE" ACCENT MARK IN THE SPANISH LANGUAGE, <i>Lester Beberfall</i> .....	289
NOTES AND NEWS.....	295
BOOK REVIEWS.....	297
BOOKS RECEIVED.....	305

(An index for the periodical year is published annually. From its inception in 1929, *The Educational Index* covers the subject-matter of the MODERN LANGUAGE JOURNAL.)

---

*Published by*  
The National Federation of Modern  
Language Teachers Associations

# The Modern Language Journal

STAFF, 1959

## EDITORIAL ADVISORY BOARD

(Former Managing Editors)

- BAYARD QUINCY MORGAN, Stanford University, California (1926-30).  
CHARLES H. HOLZWARTH, University of Texas, Austin, Texas (1930-34).  
HENRY GRATTAN DOYLE, The George Washington University, Washington, D. C. (1934-38).  
EDWIN H. ZEYDEL, University of Cincinnati, Cincinnati, Ohio (1938-43).  
HENRI C. OLINGER, New York University, New York, N. Y. (1944-46).  
JULIO DEL TORO, University of Wisconsin, Milwaukee, Wis. (1948-54).  
CAMILLO P. MERLINO, Boston University, Boston, Massachusetts (1954-58).

## MANAGING EDITOR

J. ALAN PFEFFER, University of Buffalo, Buffalo, New York

## ASSISTANT TO THE MANAGING EDITOR

HELEN W. BURRELL, University of Buffalo, Buffalo, New York

## ASSISTANT MANAGING EDITORS

(Review and Department Editors)

- AUDIO-VISUAL AIDS—José Sánchez, University of Illinois, Chicago, Ill.  
ELEMENTARY SCHOOLS—Stephen L. Pitcher, St. Louis Public Schools, St. Louis, Mo.  
FRENCH—Cameron C. Gullette, University of Illinois, Urbana, Ill.  
GERMAN—Karl-Heinz Planitz, Wabash College, Crawfordsville, Indiana  
HEBREW—Abraham I. Katsh, New York University, New York, N. Y.  
ITALIAN—Anthony J. DeVito, Boston University, Boston, Mass.  
LINGUISTICS—Mario Pei, Columbia University, New York, N. Y.  
METHODOLOGY—Evelyn Van Eenenaam, Redford High School, Detroit, Mich.  
PERSONALIA—William Marion Miller, Miami University, Oxford, Ohio.  
PORTUGUESE—Benjamin M. Woodbridge, Jr., University of California, Berkeley, Calif.  
SLAVIC—Jacob Ornstein, Graduate School, Dept. of Agr., Washington, D. C.  
SPANISH AND SPANISH AMERICAN—Julio del Toro, University of Wisconsin, Milwaukee, Wis.

(Survey Editors)

- FRENCH—Cortland Eyer, The Pennsylvania State University, University Park, Pa.  
GERMAN—Victor Lange, Princeton University, Princeton, N. J.  
ITALIAN—O. A. Bontempo, College of the City of New York.  
PORTUGUESE—Gerald Moser, The Pennsylvania State University, University Park, Pa.  
SPANISH AND SPANISH AMERICAN—Julio del Toro, University of Wisconsin, Milwaukee, Wis.  
SLAVIC—Peter Rudy, Northwestern University, Evanston, Ill.

## BUSINESS MANAGER

STEPHEN L. PITCHER, 7144 Washington Avenue, St. Louis 5, Missouri

NOTE—The printed order of articles does not imply relative merit. Opinions expressed are not necessarily those of the editorial staff. The interest and the cooperation of all *Journal* contributors are appreciated.

All contributions should conform to the directions contained in the MLA Style Sheet. Unacceptable manuscripts accompanied by postage will be returned.

## *College Actions on CEEB Advanced Placement Language Examination Candidates*

THE CEEB Advanced Placement Program, designed for able students who have had special college level courses in secondary school, includes examinations in French, German, and Spanish. In the period since 1956 when the transition was made from an educational experiment known as the School and College Study of Admissions with Advanced Standing to the current formal operational Advanced Placement Program under College Board auspices, there has been steady growth in the participation of schools, colleges, and candidates. In the first year of the program under CEEB sponsorship 105 schools sent 1229 students to take 2199 examinations. Last year these numbers had grown to 355 schools, 3715 students, and 6800 examinations.

Just as the overall number of candidates has increased, there have been corresponding increases in the number of candidates presenting themselves in the modern languages. However, the rate of increase in examinations taken in the modern languages tends to be somewhat lower than for the program as a whole. Overall there has been a threefold increase in examinations taken since 1956. The increase in Spanish tends to exceed this slightly while French and German tend to lag behind the program as a whole despite substantial increase in absolute numbers of candidates.

Certainly a very crucial part of the entire

TABLE I  
NUMBER OF ADVANCED PLACEMENT  
EXAMINATION CANDIDATES

	1956	1957	1958
French	210	278	400
German—3		36	49
German—4	(24)*	16	21
Spanish	40	50	136

\* A single examination only was offered in 1956.

TABLE II  
COLLEGE ACTIONS ON CEEB ADVANCED PLACEMENT  
EXAMINATION CANDIDATES

Subject	Number for Whom Ques- tionnaires Were Received	Candidates Awarded Advanced Placement Credit or Both	
		Number	Per Cent
French	339	177	52
German—3	38	24	63
German—4	18	15	83
Spanish	103	56	54
All Examinations	5508	2669	48

program is what has happened to the students when they entered college. When the examination grades of those candidates tested in May, 1958, were sent to colleges, they were accompanied by a questionnaire on which the college was asked to report the action that was taken on each candidate. A copy of the completed questionnaire was returned directly to the candidate's secondary school. The original was returned to the Educational Testing Service. The material that follows reports on the data available from the questionnaires returned to ETS.\*

On the basis of Table II, one may conservatively state that the modern language candidates fared as well in the hands of colleges if not somewhat better than Advanced Placement Examination candidates generally. A greater proportion of the German 4 candidates received credit, placement or both than candidates in any other language. Of course, the awarding of credit and placement is the result of a rather complex interaction of the student, the course, the examination, and the college. Without further information, it is not possible to account for the greater success of the Ger-

\* Dr. Marjorie Olsen, ETS Statistical Analysis Division, was responsible for tabulations of the data cited in this report.

TABLE III  
COMPARISON OF PER CENT\* OF CANDIDATES GRANTED  
PLACEMENT, CREDIT OR BOTH

Subject	Three Large Colleges	All Colleges
French	55	52
German—3	(40)	63
German—4	(82)	83
Spanish	(53)	54
All Examinations	59	48

\* Per cents based on fewer than 25 students are enclosed in parentheses.

Later in this article there will be additional comments which relate to this point.

man 4 candidates. However, the performance of the candidates on this examination suggests they were an exceedingly capable group that had received very excellent instruction (no German 4 candidates failed the examination, for example).

It is reasonably clear that the college attended by the candidate is related to whether he received advanced placement, credit or both. In general the likelihood of a candidate receiving advanced placement or credit was greatest if he enrolled in a college that had a very substantial number (in excess of 150) of advanced placement candidates. There were three such institutions. For all examinations, for example, 59% of the advanced placement candidates at these three institutions were recognized with advanced placement or credit whereas only 48% of candidates in all colleges were so recognized.

Yet it is interesting to note that the relationship of more liberal college action to the number of advanced placement candidates at the college does not hold up in the modern languages.

Certainly candidate performance on the examinations was a factor in determining the college actions. Advanced Placement Examination grades are reported on a scale running from 1 to 5 in which 1 signifies failure, 2 pass, 3 creditable, 4 honors, and 5 high honors. The average score of those granted credit, placement or both in all fields was 3.44 vs. 2.39 for those who were not awarded placement or credit. The average scores for candidates in the language examinations is shown in Table IV.

For all examinations the difference between

the average score of those granted placement and credit and those refused was slightly in excess of one grade level on the 5-point scale. With the exception of the German 4 examination, this does not hold true in the modern languages. This suggests there may be some more overriding considerations affecting the granting of placement and credit in the languages other than candidate performance on the examinations. We get some insights into the situation when we examine the reasons given by colleges for not granting placement and credit other than poor examination performance. In French four colleges reported the examination was an inadequate measure of what the college needed to know before placement and credit could be granted. Four institutions also reported that the school course did not duplicate the college course. The first reason was applicable to 64 candidates (more than a third of total not granted advanced placement or credit) and the second to 57 candidates. Since a college could cite multiple reasons for its action, it is likely that both reasons were operative in a substantial number of cases. Therefore, while many colleges were able to recognize the examination and the course which the student had completed and awarded some form of advanced placement or credit, for a limited number of colleges this was not possible. It will be interesting to observe whether the colleges which found it difficult to accept the examination in the past will continue to do so in succeeding years as the

TABLE IV  
AVERAGE GRADES OF CANDIDATES AWARDED AND  
NOT AWARDED PLACEMENT OR CREDIT

Test	Awarded Credit Placement or Both Mean Grade	Not Awarded Credit or Placement Mean Grade
German 3	3.96	3.93
German 4—Aural Com- prehension and Com- position	3.20	2.00
German 4—Literary Interpretation	3.60	2.67
French—Language	3.72	3.23
French—Literary	2.58	2.29
Spanish	3.32	2.70



CEEB Advanced Placement Examining Committees extend their efforts to assemble examinations which colleges will find useful. At least one of the four institutions that had been unable to recognize the French examination up to now, this spring indicated its willingness to accept the CEEB Advanced Placement Examination in place of its own locally constructed test.

It is of interest to note that college policies are apparently not a barrier to some form of recognition of the student's having completed an advanced course in secondary school. Only three colleges cited restrictive college policies as the reason why neither credit nor placement was granted in French, German, and Spanish.

There is one final observation which is passed along primarily for secondary school teachers responsible for instructing students in advanced placement courses. For 39 students in French, German, and Spanish, colleges reported the reason why the student did not receive credit or placement was that he did not apply for it. Therefore, it seems clear that at some colleges the receipt of an Advanced Placement Examination score and all related papers does not in itself initiate advanced standing consideration. The student apparently needs to apply. The

questionnaire, of course, provided no clues as to how many of the 39 cases resulted from the fact that the candidate did not know he needed to apply formally for credit and placement at the colleges, and how many were the result of a deliberate decision on the student's part not to seek advanced standing. Nevertheless, teachers should urge students to make application to their college. Perhaps it might also be possible for some colleges where formal application is necessary to regard the submission of Advanced Placement Examination scores as one way in which a student might formally apply.

In summary there has been a steady increase in the number of Advanced Placement Program candidates in the modern languages. Last year's language candidates fared as well if not better than advanced placement candidates generally in receiving recognition for their special work. At most colleges the examinations and the special courses have proven to be a sufficient basis for the institutions to consider a student for advanced placement or credit.

JOHN R. VALLEY

*Educational Testing Service  
Princeton, New Jersey*

\* \* \*

My late father having, by all means and industry that is possible for men, sought amongst the wisest and men of best understanding to find a most exquisite and ready way of teaching, being advised of the inconveniences then in use, was given to understand that the lingering while the best part of our youth that we employ in learning the tongues which cost them nothing, is the only cause we can never attain that absolute perfection of skill and knowledge of the Greeks and Romans. . . . Therefore, being yet at nurse and before the first loosing of my tongue, I was delivered to a German, he being then altogether ignorant of the French tongue but exquisitely ready and skillful in the Latin.

This man . . . had me continually in his arms. . . . As for others of (our) household, it was an inviolable rule that neither (my) father nor my mother, nor man nor maidservant, were suffered to speak one word in my company except such Latin words as everyone had learned to chat and prattle with me. . . . At six I could understand no more French than Arabic, and . . . without books, rules, or grammar, without whipping or whinnying, I had gotten as pure a Latin tongue as my Master could speak.

As for the Greek, wherein I had but small understanding, my father purposed to make me learn it by art, but by new and uncustomed means—that is, by way of recreation and exercise . . . and by tossing our declinations and conjugations to and fro as they do who by way of a certain game at tables learn both Arithmetic and Geometry.

Montaigne, *Essais*

\* \* \*

## *Language Learning and Television*

**I**N THE realm of informal learning, television has already established for itself an important place. Its presence in the living room of most families provides them with the latest songs, and has their children reenact the latest Zorro adventures in the most up-to-date Zorro lingo and sing the latest advertising jingle. Quite likely, the linguistic inventions of advertisers have permeated the entire speech of Americans today, due to television. Although the TV "teacher"—if we may call him that—intends to influence his viewers, the learning situation remains informal because most of the "students" remain unconscious of the fact that they are supposed to learn. Here, in particular, learning is based on the element of repetition and association. That television's capacity to provide such learning situations could and should be used for real education is only obvious.

Certainly the qualities which make television a useful tool to advertisers make it a useful tool to language teaching. The child who can repeat a jingle about a cigarette could just as easily repeat a rhyme in another language. He could derive more pleasure from imitating the adventures of some simple French character than he derives from imitating Zorro, if we but used imagination in providing the repetition necessary for involuntary memorization of sounds and meanings. Yet, instead of being merely entertained, he would have gained a new way of coping with the complexities of his world. For the acquisition of one foreign language facilitates that of others.

With the help of television, moreover, the acquisition of a new vocabulary can have visual associations that are virtually excluded from classroom teaching. The appropriate cultural environment for the language taught can often be simulated in a television studio, and good pictures that are significantly integrated into a lesson may often convey more of a city or a way of life than an excellent description. I still remember how I learned, as a child, that the Chinese coolie subsists on a handful of rice. It

never occurred to me that this rice was cooked and prepared in any particular way, and my throat contracted at the thought of the dried grains that had to be swallowed. A televised lesson suggesting something about the preparation and eating of food in China would have quickly dispelled such childish misconceptions.

Maintaining the attraction of its informal character, yet utilizing some of the principles underlying informal learning, television may convey to the viewer even quite complex information. But it can also function as a formal teacher. With regard to language teaching, the facility of demonstrating on television can make a very specific contribution. I do not mean here that a teacher should have children with her in the studio and demonstrate how she teaches a class, although this has also been done successfully. I am rather referring to the fact that a teacher can successfully demonstrate certain facts by turning directly to the camera, that is, to the students in each classroom. This pertains in particular to the field of pronunciation. By using facial closeups, television can convey a better picture of the pronunciation of certain sounds than any carefully prepared description. But it is also true that the introduction of grammatical rules or historical or geographical data can be made more impressive on a television screen than on the blackboard of a classroom. Indeed, if such demonstration is performed efficiently over television, the student may have the illusion of being very close to the television teacher. It is quite possible to involve the student actively in the lesson, although he is in a classroom miles from the teacher's studio. This observation is particularly important in language teaching. When televised language teaching was first suggested to me, I objected to it on the ground that it would exclude the active participation of the learner which is absolutely indispensable in the acquisition of a skill such as the handling of a language. I have found since, on the contrary, that the participation of the classroom student can be fully secured during a

televised lesson. He can be made to pronounce and speak, to answer questions and to engage in dialogue with his classmates. He can also be made to engage in all sorts of activities that ordinarily accompany certain language experiences, such as writing, opening and closing books, etc. to give just a few examples. It is even possible to call on students individually, despite an indefinite number of classrooms and have them address their replies to the television teacher whom they see before them on the screen.

With these potentials of televised teaching in mind, it would be foolish, nevertheless, not to

realize its limitations, especially with respect to language learning. Although it can successfully and skillfully demonstrate, although it may artistically simulate life situations and can elicit student participation, it can neither provide for individual differences in learning nor for the give and take of discussion that may be stimulating even to the teacher and may suggest to him approaches to his subject particularly suited to the occasion and the group with which he deals.

EDITH KERN

*University of Pennsylvania*

\* \* \*

### *U.S.-U.S.S.R. Exchanges*

The ACLS is exploring the possibility of expanding the present agreement on cultural, technical, and educational exchanges between the United States and the Union of Soviet Socialist Republics so that it will provide additional opportunities for mature scholars in the humanities and social sciences of both countries to conduct research for periods of three months to a year. We expect to prepare a statement for consideration in the renegotiation of the exchange agreement, which will begin soon, and in this connection I should be glad to hear from scholars in any of the disciplines included in the constituency of the ACLS who would be interested in carrying on research in the Soviet Union. I should like as much detail as possible concerning the projected research, including such items as the length of stay desired, and the location and description of materials to which access will be needed.

FREDERICK BURKHARDT, *President*  
*American Council of Learned Societies*

\* \* \*

## *Audio-Visual Aids in the High School*

**A**LTHOUGH there is a plethora of audio-visual aids on the market, the average teacher does not make much use of them. Possibly this is due to the expense involved. It may have been due to unfortunate experiences in the past with mechanical aids which have caused the teacher to give up in despair. Or the teacher may have doubted the value of audio-visual aids altogether.

Federal and possibly State funds may solve the problem of cost and vast technical improvement may enable even the novice to use mechanical devices with gratifying results. But can audio-visual aids really increase the effectiveness of learning?

Forty years of language teaching suggest that even the best mechanical device can only be an aid: nothing can replace the personality of a live teacher. In fact, the effectiveness of the auxiliary material will depend in great measure on the skill and resourcefulness of the teacher who is using it.

There is a wide variety of audio-visual aids, ranging from the simplest classroom objects to highly intricate orthophonic systems. An illustration clipped from a magazine, in its proper setting and in the hands of a skillful teacher, may be more useful than a film. Pictures, charts, drawings, dioramas, puppets, models and specimens are all visual aids. Each one has its particular function; one type is more useful than another in a given situation. All have their advantages and disadvantages. Furthermore, they are not self-teaching; they must be employed with discretion and discrimination, with five basic principles in mind:

1. The type of aid best suited to attain the aim of the lesson should be selected.

2. The material should be previewed by the teacher.

3. All the necessary arrangements should be made in advance. This is particularly important for film showings and slide projections. The projector, the screen and the shades should be checked.

4. The pupils should be prepared for the showing, so that they know what to look and listen for.

5. The teacher should plan the discussion so that the maximum in observation, critical thinking, acquisition of knowledge and appreciation may be attained. Every endeavor should be made to gain the widest pupil participation.

These suggestions are primarily for the use of projected material; they apply in a lesser degree to non-projected materials. In any case, the activity should be planned with care.

With reference to the teaching of foreign languages, audio-visual aids serve chiefly three purposes: 1. the enrichment of the pupil's knowledge of the foreign country and its people; 2. an increased appreciation of the art and music of the foreign people; and 3. improved linguistic skill. It is obvious that different types of aids primarily serve these three purposes, namely, the film for "culture," the phonograph record for music appreciation and singing, and the tape recorder and disc for oral practice. In the past the first two were used almost exclusively; more recently the tape recorder has achieved popularity. The language disc, of course, has been available for a long time, but until recently it was intended exclusively for adult, home learning and not for the classroom. Now there are many sets of records designed for school use, with some specifically made up for young children. Also, publishers of basic language books tend to provide their texts with records.

The stress, then, has moved over from the purely cultural, informational and appreciative to the linguistic phase. This is a great gain. It should be welcomed by teachers, for in this area the newer, technically refined devices may be a real aid to learning. They let the students hear the voices of native speakers, both male and female, young and old, with natural intonation and inflection. Another possibility, which has hardly been explored, is that of using



records for dictation. The records accompanying a basic book, when used in the classroom, relieve the teacher, provide a uniform standard of model pronunciation and enliven the printed page. When used at home by the pupil, they provide additional aural and oral practice. The phonograph record, then, is fundamentally a means of establishing a norm.

More useful for comparison and correction is the tape-recorder. Two great advantages of this device are that it can be used over and over with a different text, and that it can be employed to check the individual student's progress. Furthermore, the student's confidence is strengthened when he hears the sound of his own voice speaking the foreign language.

More elaborate and therefore more expensive, is the film with sound track. A very effective project is letting pupils supply a silent film with spoken dialogue. Their version can be recorded on tape. When the film is projected, the class says the script in low tones, first reading it from a mimeographed sheet, later saying it from memory. This is excellent practice in colloquial speech at a normal rate of speed.

Combining picture and sound is, of course, audio-visual instruction par excellence. The use of the film, as just described, is really the high point which is reached after much earlier practice with a less elaborate set-up. This can be achieved by means of the film strip. The first great advantage of this device is that it is ex-

tremely simple in operation. Secondly, since it consists of a series of stills, each of these can be held on the screen long enough for a brief discussion or a number of questions by the teacher. In the third place, the pictures may show scenes in the foreign country, thus making it possible to combine the spoken language with the cultural aspect—an ideal arrangement. Tape recordings can be prepared for each set. Incidentally, a well-known film producer now supplies high class language records together with excellent film strips in color taken abroad. Filmstrip is really superior to ordinary film in that the unity of the strip is retained and intensified by accompanying comments during projection. This is not the case when a motion picture is interrupted for questions or discussion.

The filmstrip is most helpful in creating readiness, in giving an overall picture of a unit and in providing oral practice together with a vicarious experience. When used in connection with a tape or record, it is an ideal language teaching medium with multiple sense-appeal and a maximum of enjoyable learning experience.

Since these excellent media are now available, they should be used generously for the enrichment and the more effective teaching of foreign languages.

THEODORE HUEBENER

*Board of Education, New York City*

\* \* \*

I hold that not every single feature occurring in a given idiolect or dialect at a given time is part and parcel of its system. Fragments of alien systems, relics of an older system of the same idiolect or dialect, and innovations deviating from the current system are always present. To treat such oddities as part of the system and to use them as "structure points" is, in my opinion, fundamentally wrong. The observant analyst must separate the unsystematized from the systematized features, *otherwise he creates a FICTITIOUS SYSTEM for the sake of a preconceived theory.* Glottotechnics (structural linguistics) has an important place in linguistics, but it cannot set aside or invalidate the findings of historical, social, and areal linguistics.

HANS KURATH

\* \* \*



# The Guidance Counsellor and Foreign Languages

IN THE area of foreign language study there are many experts, even among the non-experts. There are also many differences of opinion, some rather vehement, on seemingly basic questions. The absence of uniformity of thought, among language teachers themselves as well as among the laymen, has proved a detriment to the development of our field.

Recently some very helpful material has appeared in the form of the Conant Report on the American High School, various reports of the Modern Language Association, publications of the U.S. Office of Education, and the findings of the Northeast Conference on the Teaching of Foreign Languages. These activities, plus those of many other more localized groups, reflect the heightened interest in and importance attached to foreign language study in today's world.

It now behooves us language teachers to assimilate these findings and to report them where they will have an immediate effect, namely, to the guidance counsellors. This may be done on an individual basis, or, even better, by means of a speaker or panel at a meeting of the guidance counsellors' local organization. The following paragraphs may be used as a basis for the counsellors' orientation.

The questions which arise most frequently among guidance counsellors are: who shall study a foreign language, which language shall be elected, and how long shall the language be studied. If agreement can be reached on these points, the step forward will be a gratifying one indeed.

## 1. WHO SHALL STUDY A FOREIGN LANGUAGE

There are exponents of foreign languages for all and believers in foreign languages for the intellectually elite only. It is not difficult to arouse discussion on this point. Before becoming too deeply involved, let us take a statistical look at enrollments of modern foreign languages in U. S. Public High Schools today.<sup>1</sup> (Let it be noted that this tabulation does not include Latin.) The state containing relatively the low-

est number is North Dakota with about two percent of the high school population studying a modern foreign language. At the other end of the scale is Rhode Island where about 45 percent are enrolled. In the listing of public high schools offering modern foreign languages, North Dakota again holds the lowest position with 4.4 percent, whereas Rhode Island is joined by Connecticut, Maine and New Jersey in offering 100%.

The national problem cannot be said to be one of over-enrollment.

But mere statistical numbers can be misleading, if not actually dangerous. It is quite true that the United States is linguistically underpopulated. Is the answer a sudden rush to provide foreign languages for all? Dr. Conant sounds a sharp warning. He believes that only the top 15 or 20 percent of an average student body are "academically talented" and that "there are undoubtedly some in the next 10 or 15 percent who also have the ability to study effectively and rewardingly both foreign languages and mathematics, but the number of those who have real difficulty with either languages or mathematics seems to increase as over-all scholastic aptitude diminishes."<sup>2</sup>

From this statement we can conclude that it would be unwise to permit academically weak students to enter a high school foreign language class.

At this point there immediately arises the question of an aptitude test in order to identify potential linguistic ability. Since language learning is not just one process, but a mixture of varied and complex skills, there exists no test which predicts probable success better than the general intelligence tests now in use. Just as in

<sup>1</sup> *The National Interest and Foreign Languages*. Prepared by William Riley Parker and sponsored by the U. S. National Commission for Unesco, Department of State. U. S. Government Printing Office, Washington 25, D. C. Revised Edition: January 1957. pp. 12-13.

<sup>2</sup> James B. Conant: *The American High School Today*. McGraw-Hill Book Co., Inc., N. Y., 1959, p. 20.

the case of the sciences and mathematics, general ability seems to be the identifying factor. Consequently, Dr. Conant is on solid ground when he suggests that only the more capable students elect a foreign language.

The other side of the picture is equally real. All students who seem to possess the necessary ability should be urged to study a foreign language, and here a selling program is often needed. The school sponsorship of a foreign student, for example, dramatizes the situation and arouses interest, not only among the student body, but also in the community.

No findings dealing with human beings should be inflexible. Therefore, if a strong desire for foreign language study or a recent foreign background is present in certain lower capability students and if sufficient classroom openings exist, exceptions can be made. However, there should be an escape clause to permit a dignified exit of the student who is over his depth. This should be at the discretion of the teacher who is, after all, in the logical position to determine when the best interests of everyone may be served by such action. Furthermore, a grade of at least C should be mandatory for continuing into each succeeding year, for only thus can the quality of instruction be maintained at its proper level.

It goes without saying that all students who are potentially college bound should elect a foreign language, and it is assumed that these students will be the stronger ones. Most of the better liberal arts colleges have rigid foreign language admissions requirements, and many other institutions strongly recommend such preparation.

## 2. WHICH FOREIGN LANGUAGE SHALL BE ELECTED?

In the opinion of authorities, *which* language is not nearly as important as *a* language. Nevertheless, to the beginning student, the choice of a language sometimes causes concern. The wise counsellor will advise on the basis of the likelihood of eventual utilitarian or intellectual value, community or family interests, and, of course, resources available.

The criterion of likelihood of eventual use is not always easy to apply, for one cannot foresee the course and needs of later life. The fact is,

however, that the learning of one foreign language makes it infinitely easier to learn a second one if the occasion demands it.<sup>3</sup>

The Massachusetts Institute of Technology has prepared a brochure addressed to prospective students and entitled "What Foreign Language Shall I Study during Secondary School?" It contains a general discussion and then lists German, French and Russian, in this order, as the languages suggested for the future scientist or engineer. Any one of these languages would obviously be a safe selection to make.

More specifically, German should be the initial choice for a science major, especially for the student intending to pursue chemistry. Russian, still practically unavailable in secondary schools, is assuming ever greater importance.<sup>4</sup> French remains the primary selection for a liberal arts program with no specific vocational goal. In general, the adviser should bear in mind that a Ph.D. candidate must possess a reading knowledge of two modern foreign languages, normally French and German, so that a language begun in school may well be joined by a second one later on in college.

Certain areas of the country may favor a given foreign language because of geographical proximity to another culture, like Spanish in the Southwest, or because of a local concentration of a particular immigrant stock. Thus, if no more valid reason is present, it is always in order to utilize local interest or racial heritage. A child with an Italian-American background, for example, may feel a certain affinity toward Spanish as a language related to the tongue of his parents, since Italian is rarely offered in the schools.

Not much comment need be made on the question of "resources available." Obviously a student can choose only from the languages being offered. Yet it has happened not infrequently that the curriculum has been enriched as a result of pressure from the students and their parents. A guidance counsellor can influence in subtle ways the offerings of his school.

<sup>3</sup> See: *Foreign Languages and International Understanding*. PMLA, Vol. 71, No. 4D, Sept. 1956, p. XVI.

<sup>4</sup> See: Birkmaier, Emma: *The Teaching of Russian at the High School Level*, in "Modern Foreign Languages in the High School." Edited by Marjorie C. Johnston. Bulletin 1958, No. 16, U. S. Dept. of Health, Education and Welfare.

Latin has not been brought into the discussion thus far because it is not proper to equate it directly with modern foreign languages. "The learning of Latin and the learning of a contemporary language that can replace the mother tongue are different disciplines, which for the most part have different objectives, different procedures, different outcomes."<sup>5</sup> This should not be construed in any way as negating the value of the study of Latin. In a policy statement, the Modern Language Association vigorously defends the values of Latin but suggests that it should be studied only after an earlier experience with a modern spoken foreign language.<sup>6</sup>

### 3. HOW LONG SHALL THE LANGUAGE BE STUDIED?

At the present time there is little consistency in the pattern of length of language study. A rule of the thumb in most schools seems to be about two years. The hard fact is, however, that two years of the study of a language provides little more than an introduction that quickly slips away unless further developed. Consequently the new hope is that those students who have the capacity to learn a language readily will continue their study to the point where they really can make use of it.

Conant, in his direct, unequivocal manner, expresses it as follows:

"The school board should be ready to offer a third and fourth year of a foreign language, no matter how few students enroll. The guidance officers should urge the completion of a four-year sequence of *one* foreign language if the student demonstrates ability in handling foreign languages. On the other hand, students who have real difficulty handling the first year should be advised against continuing with the subject. The main purpose of studying a foreign language is to obtain something approaching a mastery of that language. And by a mastery is surely meant the ability to read the literature published in the language and, in the case of a modern language, to converse with considerable fluency and accuracy with an inhabitant of the country in question."<sup>7</sup>

The Modern Language Association, in a policy statement, says: "We believe that, while even limited instruction in a foreign language

has educational value as a 'Copernican step,' it does not produce results commensurate with national needs on the one hand or the normal and natural expectations of parents and students on the other hand."<sup>8</sup>

It should be perfectly apparent to everyone that learning a language, at least in school, is not like building a house or a machine which can be finished. Learning a language is always incomplete, and so no arbitrary minimum of time can be set for its study. The duration of learning should be as long as possible, certainly more than two years.

Individual school districts throughout the country are experimenting with language programs in keeping with local interest and ability to finance them. Various states are setting goals to be aimed at. Connecticut, for example, suggests an approach in which language study is begun in the 7th grade and carried through the 12th grade, with a somewhat decelerated program of three classes per week during the last two years. New York seems to be moving toward a similar pattern.

The Conant plan suggests a four-year sequence of one language for the 9th through 12th grades. This has merit in being relatively less expensive and perhaps more realistic in view of the shortage of adequately trained language teachers.

It is noteworthy that these plans propose language study through the 12th grade instead of dropping it in the 11th or even 10th as is often the case today. The purpose of continuing through the 12th grade is not only to include more years but to provide a smooth transition to possible college language study.

It is further noteworthy that authorities stress the great desirability of pursuing *one* foreign language instead of the not too infrequent current practice of taking several years of one language and then trying another. This is one instance when two halves do not quite make a whole.

<sup>5</sup> Levy and Brooks: *Latin and Modern Languages*. For consideration by the Executive Committee, Northeast Conference on the Teaching of Foreign Languages. October, 1958.

<sup>6</sup> *The Foreign Language Program and the Classical Languages*. PMLA, *op. cit.*, p. XXIII.

<sup>7</sup> Conant, *op. cit.*, p. 69.

<sup>8</sup> *The Problem of Time*. PMLA, *op. cit.*, p. xviii.

#### 4. WHEN SHOULD A FOREIGN LANGUAGE BE STUDIED?

This survey of current thinking in language study in the schools would not be complete without mention of the most exciting development in language study in America, the FLES program. The best time to learn a foreign language is in childhood, the earlier the better. The child can learn to speak painlessly and with perfect accent any tongue to which it is exposed. The real place to begin to teach a foreign lan-

guage, therefore, is in the elementary grades.

The FLES program is still in a distinctly experimental stage, but great strides forward are being made. The biggest obstacle, aside from the ever-present financial one, is the extreme shortage of adequately trained teachers. When the FLES program comes into its own, Americans will prove to be as competent linguists as any nation in the world.

FREDERICK A. KLEMM

Union College, Schenectady, N. Y.

### Know Your Neighbor's Sayings?

Answers on page 278

*Colloquialisms are the "local color" of a language. Like customs, they vary from country to country, from region to region within national borders. See what you can make of the following expressions:*

1. Does "*estar entre San Juan y Mendoza* [to be between San Juan and Mendoza]" mean to be drunk, to be lost, or to be stupid? Also, what country is it from?
2. When a Uruguayan says "*Lo hice largar el hueso* [I made him loosen the bone]," does he mean that he made someone exercise, confess, or donate money?
3. Are Salvadorians who "*se hacen la Greta* [act like Greta]" stage-struck, playing hard to get, or movie fans?
4. When a Panamanian "*va al alemana* [goes German]," what is he doing?
5. What does a Venezuelan mean when he says he feels "*como cucaracha en baile de gallinas* [like a cockroach at a hens' dance]"?
6. Paraguayans often use the Guaraní expression "*Pat-ma jhe-i* [The priest has spoken]" either to prevent or to end an argument. Does it refer to Tomás de Torquemada, who led the Spanish Inquisition; to the Pope; or to the Jesuits, who were the ruling force in seventeenth-century Paraguay?
7. When sweethearts in the Dominican Republic "*comen gallina* [eat hen]," are they dining out, making love, or quarreling?
8. If you hear a Cuban say "*Yo he parqueado mi automóvil donde el diablo dió las tres voces* [I have parked my automobile where the devil gave three shouts]," does he mean that his car is in a tight space, a long distance away, or in front of a church?
9. School children around La Paz, Bolivia, use the verb *chacharse* to describe a certain extracurricular activity, while those around Cochabamba say *rochearse*. Are they talking about doing homework, dancing, or playing hooky?
10. If you do something and a Brazilian says "*Tudo azul* [All blue]," is he expressing approval or disapproval?
11. In Chile, which of these verbs means to court or to make love, usually to excess—*pololear*, *coqulear*, or *fraternizar*?
12. If one Guatemalan tells another "*Lo agarramos con la gallina bajo el brazo* [We caught him with the hen under his arm]," is he talking about the animal-rescue league, a guilty party, or an eminently successful person?
13. When a Nicaraguan says "*Usted hace de una aguja un machete* [You are making a machete from a needle]," what does he mean?
14. If a Peruvian host tells a guest "*No hay cariño en esta casa* [There is no affection in this house]," is he saying that his wife has left him, that no liquor is being served, or that the furnace is not working?
15. When a Colombian "*pone bolas* [places balls]," is he bowling, paying close attention, or flying a kite?
16. In Costa Rica, does "*dar atolillo con el dedo* [to give pudding with the finger]" mean to speed up a business matter, to string someone along, or to be generous?
17. If Ecuadorians "*se quedan con las narices largas* [are left with their noses long]," are they meddlesome, snobbish, or disappointed?



## *Cultural Cooperation in Postwar Europe\**

IF WE adopted the fashionable space age view to which our earthbound perspective still is so ill adjusted metaphysically and psychologically or if, more modestly, we indulged in that editorially and demagogically prominent "global outlook" to which so often much lip service is being paid only the better to disguise prevalent selfish provincialism and fossilized prejudice, we could easily dismiss or inferiorize our topic with the claim that in our rapidly moving postwar world of turmoil and crisis the problem of inter-European cultural relations has been dwarfed to mere peripheral proportions. Politically and, by obvious implication or unavoidable consequence, culturally, Europe's fate and future today seem to depend largely, although by no means exclusively, on extra-continental or at least partially extra-continental powers, influences, and impulses, on constellations and volitions created or at work outside its suddenly reduced boundaries and drastically curtailed spheres of influence. Two fratricidal wars have resulted in the physical shrinking of the old continent to the extent of halving it temporarily and have led, in juxtaposition, to the weakening of its formerly predominant cultural radiance. Indeed, the countries of Europe, unable to escape the laws of geography, still are, and will remain forever confronted with the problem of proximity and, among others, the ensuing problems of cultural intercourse which, to our way of thinking, is a spontaneous process rather than an artificially induced one and which consists of reception as well as rejection, joining hands as well as parting ways, mutual attraction as well as estrangement, and which is taking place both beneath and beyond political forces or directives which attempt to channel the sorely tried energies of a continent torn between hope and gloom into various and often conflicting schemes of federation by agreement or unification by force. In other words, these European countries' centuries-old case-history of now feuding now being friendly neighbors will,

come what may, continue to weigh to a considerable extent on their future relations, just as it does weigh on today's "smaller European" Tariff Union and NATO honeymoon behind the deceptively glittering facade of trade agreements and military alliances.

The Second World War, in Europe at least, had been in many ways a continent-wide civil war—Sir Winston Churchill's haughty denial of this underlying aspect notwithstanding, and also in spite of our own reluctance here to recognize the impact of ideologies or political pseudo-religions on world affairs. But it had not only broken vital cultural-intellectual threads between the warring nations, to the extent that most of the entries in the record of cultural cooperation in postwar Europe represent the story of the refastening of these broken threads. It also had, at the same time, through the clashing and intermingling of armies and populations, victors and vanquished, established new spiritual links under the impact of common yet shockingly new experiences and basically identical mass destinies of hitherto unknown proportions: mass persecution, mass emigration, mass extermination. Despite censorship, oppression, and terror, the secret Republic of writers, artists, intellectuals, and scholars, that strange supra-national but not necessarily internationalistic brotherhood whose communion in spirit is always the more effective, it would seem, if it is devoid of organizational ties and unpledged to any simplifying ideological common denominator, continued to function and to give expression, were it only for later publication and communication, to concerns, insights, and messages which were strikingly solidary in their ethical and aesthetical essence even though they were composed most of the time by authors isolated from their conferees and audiences in other, assumedly hostile countries and naturally and legitimately tinged with the distinct qualities

\* Paper read at the 75th anniversary meeting of the Modern Language Association of America, Dec. 1958.



of a specific national cultural heritage. There are impressive similarities in content and style, in essence and structure, in philosophy and projection between the significant writings of the period both in the unoccupied and the occupied, the free and the oppressed countries.

All this is evident, for example, in the now completely available work of the so-called "inner emigration" in Hitler Germany—for there really existed such a phenomenon, in spite of the fact that the honor of having belonged to it was claimed by more than a few opportunists who stood in dire need of an alibi in and immediately after 1945. The same is even more especially evident in the case of the vigorous renaissance of Italian letters since the end of the war which is one of the most gratifying features in European writing today. And, closer to the present day and its chilling cold war atmosphere, we have witnessed identical developments in the countries behind the Iron Curtain which give us every right to assume that from the enforced silence and regime-imposed political-cultural conformism there can and will emerge voices at least as significant as were those of the "inner emigration" in Germany and the Italian writers who came to the foreground after the fall of Mussolini. I am referring indeed to the testimony of the martyred or escaped Hungarian writers who played such an important role in the recent struggle for freedom from foreign oppression; to such significant Polish authors as Czesław Miłosz and Marek Hłasko; and with particular emphasis, to be sure, to Boris Pasternak's masterful novel *Dr. Zhivago* which, truly in the Christian-humanistic tradition of the great Russian novel of the turn of the century but unmistakably also the work of a very modern poet, represents a remarkable document of inner individual freedom and human dignity against an apocalyptic background of totalitarian depravity. In view of this remarkable many-nuanced and multi-nation-originated identity of concern for man's fate and man's hope and impressed by such politically undogmatic but metaphysically unyielding emphasis on the unalienable uniqueness of the human soul, exposed to the crushing onslaught of enslaving social collectivistic patterns, and the irreplaceable individual, mortally threatened in his identity by en-

croaching conformist ideologies, we are tempted to quote here, against himself and the totalitarian cause to which he adheres, the French poet Aragon's verses addressed to his Chilean pen-pal and fellow-traveller Pablo Neruda, for ironically enough they express perfectly what constitutes this secret brotherhood of fellow-sufferers and fellow-rooters for the cause of Man:

Nous parlons même langage  
Et le même chant nous lie  
Une cage est une cage  
En France comme au Chili.

The preceding remarks do not attempt to insinuate that cultural cooperation between nations is merely, or exclusively, the domain of the foreign writer and his domestic reader or interpreter abroad. However, my statements are quite deliberately intended to strike a certain note of caution regarding the underlying philosophy of present-day cultural exchange programs as well as the efficiency and, beyond that, the structural congeniality in relation to their imposed or self-assigned task of official and unofficial organizations which attempt to monopolize the field of cultural relations for their often utilitarian aims or the implementation of their naive, pragmatically optimistic belief that good intentions of neighborly "togetherness" guarantee good results in world fellowship. In the very complex and most delicate realm of cultural influences and relations, the burden of impact rests squarely with the creative individual artist or thinker of authentic stature and his reception by the unknown host of individual interlocutors whom he addresses. In other words, there is much more involved and at stake here than could be conveyed through the enumeration or even the scholarly evaluation of the statistical information available from UNESCO's *Index Translationum*, the minutes of the Congress for Cultural Freedom, the impressive list of prominent members of the Société Européenne de Culture, or the distinguished papers read at the Rencontres Internationales de Genève. There is much more to genuine cultural cooperation (which involves both competent intellectual understanding of and emotional sympathy with the offerings of others) than the display of national, regional, or folkloristic costumes at a

World Fair, the doubtless delightful reminder that Soviet ballet still upholds and continues the tradition of a great Russian art, that some of our darker-skinned fellow Americans are remarkable basketball players, and most of our usually European-born conductors are touring the world with excellent American symphony orchestras, or that French and German historians are now agreed to write and teach in a more unbiased manner than before.

Now it is doubtless true that under the iron law of politically engendered necessity and, to a certain extent, under the influence of the idea of a federated, or the ideal of a United Europe, not to mention the short-lived utopia of the "One World" movement, the situation may seem to many wishful thinkers to be particularly favorable today for the European nations—in spite of the outrageously artificial "East is East and West is West" slogan which overshadows their restricted dialogue—not only for tolerant coexistence but for active and even generous cooperation as well. This holds particularly true for West Europe, and we remember and admit indeed that what today is called Western Europe was, in a more remote but not necessarily darker age, a physical and spiritual entity before its atomization into nations. This current in favor of cooperation, although officially established in an order of priorities where economic and political-military factors have obvious and often shocking precedence over strictly cultural endeavors, is quite actively although not always discriminatingly promoted by governmental and inter-governmental organizations as well as by privately endowed or group-initiated agencies. Yet even in instances—and they are numerous—where deliberate emphasis is being placed on cultural activities such sponsorships represent only a mixed blessing and sometimes even tend to falsify the true picture which, ideally, ought to be one of a two-way road of giving and receiving. In the case of government-sponsored agencies, for instance, we can hardly fail to detect, even in what we call free countries, a certain tinge of propaganda, at least of that aggressive salesmanship whose most vaunted product is not always the most characteristic, or the best that the client-country has to offer. Quite unavoidably, many a ministry or depart-

ment of so-called information is first and foremost an advertising and public relations outfit involved in the promotion and export of its own national product—a legitimate concern but only a unilateral contribution at best. On the other hand, the extra-governmental cultural societies, independent from official guidance and undeniably internationally oriented, seem to share with the heavily bureaucratic national or supra-national organizations, and with one another, the predicament of practical helplessness before the issue at hand. In spite of the eminently respectable idealism underlying their purpose of formulating and providing a platform for an internationally valid and enforceable "policy of culture," they seem to be limited to the frustrating status of debating societies of high intellectual standards composed of distinguished literary and scholarly personalities who indulge, with the best of intentions, to be sure, in what amounts to tortuous monologues, uncompromising in principle and unyielding when it comes to upholding personal pet-ideas, and thereby manage to talk past one another in the guise of engaging in a symposium-type or round table discussion. Furthermore, the innumerable congresses of this nature have long since become the favorite happy hunting grounds for wandering mandarins with prima donna appetites for public attention who display in clever arguments and intellectual fireworks a social and ideological futility which painfully plays into the hands of the detractors of the spirit who in our era of the managers and the commissars want to eliminate the writer or poet as a guide, a seer, and admonisher.

Nevertheless, let it be understood that you speaker, who after all holds membership in quite a few of the organizations mentioned or left unnamed, indeed is *not* thinking lightly of any initiative, be it official or otherwise sponsored, which aims at establishing or improving intellectual communication. I merely think that we should not lose sight of the next highest aim of spiritual communion which can only be achieved on a higher and more intimate level of congenial spontaneity and which is unattainable through the stereotype and restricted approaches typical of what is called the bureaucratic idiom "proper channels." We

ought to be reluctant to put our faith exclusively in purely organizational patterns and mechanistic methods and, possibly blinded by the impressive financial and travelogue statistics of cultural exchange programs, we should not ignore the power of organic structures and the lasting impact of rooted traditions which, in Europe especially, still weigh heavily in the balance. And if we reduce, quite arbitrarily but yet legitimately in a gathering of students of literature and especially comparativists, the term of cultural cooperation to that of literary exchanges, we must dare to suggest that the very essence of European postwar writing is fundamentally irreconcilable with and unsuited to the openly or tacitly utilitarian motivations of official cultural cooperation programs: It is ideologically and aesthetically outside the reach of any institutional endorsement; for the typical, or predominant, literary utterance of modern man is that of an utterly isolated and thoroughly alienated individual in a distinctly unbrotherly universe. It may be commonplace but nonetheless it is all too true that modern European literature, in its significant projections, has become a literature of estrangement. The modern writer's predicament consists precisely in his feeling of being excluded from the major trends or predominant values of his society or mere environment where materialism in many guises and collectivism in many disguises are rampant and conformity is triumphant. He is truly, as the late German poet Gottfried Benn put it:

Du, allein mit den Worten,  
Und das ist wirklich allein . . .

All too often, the modern writer feels that he is left only the two equally sterile choices of either taking flight into the ivory tower of art for nobody's but his own sake or surrendering to the straight-jacket of a political party doctrine, under the illusion of being thus usefully committed. But neither ideologically militant literature projecting philosophically monopolistic propaganda nor exactly cerebral or playfully hermetic writing are conducive to cultural exchange: clumsily aggressive or haughtily

exclusive, they are manifestations of intellectual isolation and mental isolationism.

And indeed, a world divided into antagonistic blocs, with a Europe divided along similar lines and having in its center, or heart, a Germany halved by the sinister exigencies of political expediency which are mortgaging our future, is no ideal place for cultural exchange and intellectual communication. As long as this configuration prevails, we are entitled to some skepticism regarding the present value and future usefulness of institutionally limited or deliberately directed cultural policies. We know indeed that remedying this situation would require other than scholarly initiatives, namely corrective political action. When speaking of Europe, especially, we must remember that its organic structure is one of spiritually integrated diversity. Its lights have often gone out, only to be rekindled through an undying will for survival. It has by now become increasingly and compellingly apparent that the continent of Europe is unable to live in its present arbitrary and artificial form, divided into two blocs which, while according to official propaganda or superficial interpretation antagonistic to one another, are in fact, and will remain, complementary—economically as well culturally. We find it impossible ever to share the monstrous assumption that Europe's new frontier is the Elbe river instead of the Ural mountains, and therefore are entitled to the hope that the day will come when literature *in* Western Europe and literature *from* Eastern Europe will again meet and join and merge into the main stream of European letters, which in turn will empty into the ocean of world letters, that immense reservoir of human thought and achievement, fed constantly by all the currents from all continents, countries, and regions, however remote. And that blessed day will make it possible for some future reporter to discuss with sanguine enthusiasm and no longer with regretful mental reservations factual aspects of cultural cooperation in much more positive and affirmative terms than are presently warranted.

ERNST ERICH NOTH

*Marquette University*

# A Note on Teaching the German Adjective

FROM time to time articles dealing with specific pedagogical techniques have been published for the purpose of informing colleagues not only of new ideas, but also of new approaches to old problems. This article outlines a method of presenting (to students) the German adjective in a single, systematically constructed unit.<sup>1</sup> The method, new only in the order of presentation, has been found to be quite effective in both elementary and intermediate German classes.

In textbook discussions of the adjective the points treated are generally: 1) the adjective endings, frequently divided into three classes, viz., weak, strong, and mixed; 2) notes on the inflection of adjectives following such words as *andere*, *einige*, *mehrere*, *wenige*, *viele*, and their like; 3) an additional note on the inflection of adjectives after *alle*; 4) remarks concerning adjectives used after indefinite pronouns such as *etwas*; 5) loss of *e* in certain types of adjectives before inflections are added; 6) remarks about adjective-nouns; and 7) a treatment of the formation and use of the comparative and superlative degrees. Beyond these seven topics there may be a discussion of lesser points. This paper is concerned with these seven points and is based on the assumption that the student has complete control of the declension of the definite article, the *der-* (*dieser-*) words (including the variants of *mancher*, *solcher*, and *welcher*), and the *ein-* words. If the student is also familiar with the formation of the present and past participles, the treatment of the adjective will be more complete.

I. Two definitions are used to start the presentation:

- A) The **limiting adjectives** are: *der*, *dieser*, *jener*, *jeder*, *aller*, *welcher*, *solcher*, (*sämtliche*, *beide*), *ein*, *kein*, *mein*, *dein*, *sein*, *ihr*, *unser*, *euer*, *ihr*, and *Ihr*.
- B) All other adjectives (including the present and past participles, *solch-* after the indefinite article, and the indefinite article

meaning "one" after the definite article<sup>2</sup>) are **descriptive adjectives**.

II. Comments on the use of descriptive adjectives follow:

- A) Descriptive adjectives may be in the positive, comparative or superlative degree, cf. English *nice*, *nicer*, *nicest*.
- B) Descriptive adjectives may be used as predicate adjectives and as such are *uninflected* (except predicate superlatives, discussed below).

*Der Baum ist grün.*

- C) Descriptive adjectives which follow the noun they modify are *uninflected*.

*jede Strasse, eng oder breit*

- D) Descriptive adjectives in some idioms are *uninflected*. *auf gut Glück*
- E) Most descriptive adjectives may be used as adverbs and as such are *uninflected* (except in the superlative degree, discussed below).

*Sie ist schön.* (adjective)

*Sie singt schön.* (adverb)

It may instead be said that descriptive adjectives used as adverbs are formally identical to predicate adjectives of all degrees.

- F) Descriptive adjectives may be used attributively (i.e., they precede and modify a noun or nouns) and as such are *inflected*.

<sup>1</sup> Professor John Winkelman's article, "A Descriptive Approach to Adjective Inflection," *Modern Language Journal*, XL (Oct. 1956), 355-356, is a step in a similar direction. It is, however, much more limited in scope than the present paper, since it deals exclusively with the *inflection* of adjectives. The system there described appears to be quite useful, in spite of the fact that no allowance is made (in IIb) for adjective declension after uninflected *der*-words. Nor is there a place in the overall scheme for *sämtliche*, *beide*, etc., followed by other adjectives. Rule I ignores superlative predicate adjectives.

<sup>2</sup> The inclusion of any or all of the items here enclosed in parentheses depends upon the student's familiarity with these points.



III. It is convenient to preface the matter of adjective inflections with a statement on the formation of the comparative and superlative degrees. The statement should mention:

- A) The comparative degree of adjectives (and adverbs) is formed by adding *-er* to the positive; the superlative degree is formed by adding *-st* to the positive.

B) Qualifications to A:

- 1) Adjectives ending in *-e*, and usually those in *-el*, *-en* or *-er*, drop the *e* before adding the *-er* of the comparative.

*böser dunkler goldener/goldner teurer/teurer*

- 2) The superlative ending is *-est* for adjectives whose stem ends in a sibilant, *-t* or *-d* (except present participles).

*blassest- rotest- holdest- but bedeutendst-*

- 3) A listing of irregularly compared adjectives.  
4) A listing of adjectives that add umlaut in comparison.  
5) The superlative of adverbs and predicate adjectives is a phrase:

*am* superlative + *en*  
*Sie ist am schönsten.* (adjective)  
*Sie singt am schönsten.* (adverb)

IV. The next step is to present the system of inflections under the general heading: *inflection of attributive adjectives, all degrees*. The materials needed are two sets of endings and two rules. The order in which the two sets of endings are taken up is of small consequence, although a slightly simpler rule results from starting with the weak endings.<sup>3</sup>

A) The weak endings are:

	Sing.		Pl.
	Masc.	Fem.	Neut.
Nom.	-e	-e	-e
Gen.	-en	-en	-en
Dat.	-en	-en	-en
Acc.	-en	-e	-e

RULE I (to be memorized together with the above endings): attributive adjectives preceded by an INflected der-word (including the definite article) or ein-word have weak endings. A few useful examples are:

*der junge Mann diesem schöneren Mädchen  
eines grossen Staates alle guten Nachbarn<sup>4</sup>  
jener hübschesten Frauen*, etc.

B) The strong endings are:<sup>5</sup>

	Sing.			Pl.
	Masc.	Fem.	Neut.	
Nom.	-er	-e	-es	-e
Gen.	-en	-er	-en	-er
Dat.	-em	-er	-em	-en
Acc.	-en	-e	-es	-e

RULE II (to be memorized together with the above endings): attributive adjectives preceded by either *no* der- or ein-word or by an UNinflected der- or ein-word have strong endings. Some examples useful in illustrating this rule are:

*gute Männer in hohem Alter müden Schrittes  
eingehenderer Erläuterung nächsten Freilag  
viele nette Leute<sup>6</sup> andere gute Männer<sup>6</sup>  
anderer guter Männer<sup>6</sup> einige schöne Beispiele,<sup>6</sup> etc.*

It is helpful to point out to the student that rules I and II allow no exceptions. Therefore, the student may apply logic in reasoning out the correct endings.

V. After the student has grasped the principles of adjective inflection outlined above, the matter of adjective-nouns can profitably be taken up. The student may proceed with logic as his crutch, reasoning along these lines: adjective-nouns are adjectives used as nouns, i.e., they are capitalized but retain their adjectival inflection. Those referring to male beings are masculine, those referring to female beings are feminine,

<sup>3</sup> In place of the terms "weak" and "strong" (cf. Winkelman, *op. cit.*, p. 355), one might substitute "article endings" (i.e. definite article) and "non-article endings."

<sup>4</sup> If any question should arise as to the inflection of an attributive adjective after *alle*, the student need only be reminded that *aller* is a der-word.

<sup>5</sup> It is often preferable to demonstrate for the student the source of the strong endings by writing on the blackboard the declension of a der-word (very often *dieser*), then erasing everything but the endings, and finally inserting *-en* in the masc. and neut. gen. sing.

<sup>6</sup> By definition (I[B]) *viele*, *andere*, *einige*, etc., must be considered as non-limiting adjectives. For example, *andere*, and any other adjectives following it, are inflected either weakly or strongly: by rule I: *die anderen (guten, alten) Männer*, but by rule II: *andere (gute, alte) Männer*. Recent articles dealing with the declension of attributive adjectives following *alle*, etc., are: Stuart A. Gallacher, "Andere gute(n) Männer," *GQ*, XXX (Nov. 1957), 269-271; Herbert Lederer, "Alle anderen guten Männer: A Brief Comment," *GQ*, XXXI (May 1958), 196-198; and Adolph C. Gorr, "Adjectival Endings after *alle*, *beide*, *mancher*, *sämtliche*, *solcher* and *welcher*," *GQ*, XXXII (March 1959), 143-146.



those referring to abstractions or collectives are neuter.

*ein Deutscher der Deutsche eine Deutsche die Alte  
das Schöne das Schönste das Gute Gutes, etc.*

A knowledge of the strong endings and rule II and familiarity with adjective-nouns will guide the student through the inflection of adjectives used after indefinite pronouns such as *etwas*. The phrase *etwas Schönes* can be explained as follows: schön will be an adjective-noun, thus capitalized, and the gender is neuter. The ending will be strong (-es, [no genitive], -em, -es) since *etwas* is not a der- or ein-word.

VI. Related items may be discussed as they occur in reading or speaking, or they may be treated in the appropriate place in the above discussion. Such points are: (*eben*)so . . . wie, *höchst*, and *äusserst* with the positive degree; *als* and *immer* with the comparative degree; *aufs* with the superlative degree; *hoch/hoh-*; ad-

jectives in series require the same ending; and translation pointers (e.g., *eine grössere Menge* "a rather large amount").

The complete presentation usually requires one class period of about fifty minutes. Using this type of approach the student first receives a bird's-eye view of the entire system of German adjectives. Then his grasp of the subject matter is checked by giving him a German text containing examples of all kinds of adjectives and adjective constructions. His assignment is to account for the shape and use of the adjectives. When this can be done satisfactorily, he is given another text, for which he must supply not only all the adjectives (indicated in English), but also the correct endings. From this point on the student is expected to handle adjectives with complete accuracy.

RICHARD K. SEYMOUR

Duke University

\* \* \*

### Answers to Quiz on page 271

- |                                |  |
|--------------------------------|--|
| 1. To be drunk; Argentina.     | 10. Approval                                     |
| 2. Confess.                    | 11. Pololear.                                    |
| 3. Playing hard to get.        | 12. A guilty party.                              |
| 4. Paying his own way.         | 13. You are making a mountain out of a molehill. |
| 5. That he feels out of place. | 14. That no liquor is being served.              |
| 6. To the Jesuits.             | 15. Paying close attention.                      |
| 7. Making love.                | 16. To string someone along.                     |
| 8. A long distance away.       | 17. Disappointed.                                |
| 9. Playing hooky.              |  |

Reprinted from *Américas*, monthly magazine published by the Pan American Union in English, Spanish, and Portuguese, XI (August, 1959), 41-2.

\* \* \*

## *The Reading Method and German for Research*

**Y**ESHIVA University has a relatively small college with a fairly sturdy entrance requirement and a student body with good foreign language preparation. A noteworthy number of its students continue studies at graduate schools. In order to fulfill the foreign language requirement for graduation, most of these must study two years (four semesters, three hours a semester) of any foreign language we offer (e.g. French, German, Greek, Latin or Spanish).

In the first year of the two-year required sequence in German the emphasis is on cultural reading, vocabulary building, aural comprehension, translation from German into English and functional grammar. Classroom discussion on the relationship between English, German and the other foreign languages, with emphasis on American-German cultural relations, is central to the whole approach.

The second year German course continues and stresses the objectives of the first year. There are literary and cultural readings, with the study of grammar reduced to a negligible minimum. In connection with the second year course, we are now trying an experiment in German for Research.

We devote one weekly period to cultural reading and one to literary analysis. Many German departments follow the practice of reviewing grammar in the remaining weekly period. My experience has shown that students who have learned their grammar find this review unrewarding. On the other hand, those who still have grammatical difficulties fail to learn enough from the review to justify the expenditure for the whole class of a weekly period. By this time the great majority of students need not be spoon-fed. If necessary, however, the teacher can easily help the student who is poor in German grammar during an office hour.

We designate as a Laboratory Period the one weekly hour formerly reserved for grammar review. To this Laboratory Period the student brings either a book, magazine, or technical

article in German. This material is either in his special field of interest or in his major. It can be history, philosophy, psychology, sociology, mathematics, literature, physics, etc. All students in the course are required to buy an inexpensive, paper-back dictionary which they always bring to the Laboratory hour (Langenscheidt's *German-English, English-German Dictionary*, Pocket Books, New York, N. Y., 50 cents). At my suggestion the students also approach their major professor for German material relating to the current elective course that they are pursuing. In one or two instances a few of my superior students in the second year course have translated into English a German technical article for their class in the major and have filed it with their professor. This method may help break down the barriers unfortunately existing among the various teachers and disciplines even in a small college.

Availability of German technical material poses problems. Some of the material is in our college library; some is available in the department; and some comes from colleagues in other departments. In the immediate future we plan to charge the students in the second year course one dollar per year as a laboratory fee. With this money we plan to buy a number of the latest periodicals in the different fields of the students' interests and place them at their disposal for translation during the Laboratory Period. We eagerly await the beginning of this experiment.

Class procedure for the Laboratory Period is very simple. At the beginning of the semester I assign to each student a certain number of pages in his chosen material. I give him a due date—usually one month. The amount of translation varies according to the difficulty of the German and the ability of the individual student. In each Laboratory Period the student continues his translation under my supervision. To be successful the class must maintain the silence of a library reading room. If the student has a difficult sentence or construction he sig-

nals for help. I do not translate the passage for him into English. I merely clarify his difficulty. At intervals I interrupt the class to stress common grammatical mistakes. Included, too, is my analysis of the arrangement of the Langenscheidt dictionary as well as some of the larger ones belonging to the department. These larger dictionaries as well as the more technical ones are available for reference during the Laboratory Period. Within the past few years a number of technical dictionaries have appeared. There is one in *Physics and Allied Sciences* (Edited by Charles J. Hyman, New York, N. Y., 1958, 671 pp., Vol. I: German-English); another in the *Mathematical Sciences* (Edited by Leo Herland, New York, N. Y., 1951, 235 pp., German-English); a third in *Neurophysiology* (New York, N. Y., 1958, 181 pp., German-English); and finally, a *Wörterbuch der industriellen Technik* (Edited by Richard Ernst, Wiesbaden, Germany, 1956, 627 pp., Bd. I: Deutsch-Englisch). There are many others that have recently been published. A good source is *The World's Languages. Grammars. Dictionaries* (pp. 76-95: *Technical, Scientific, Commercial and Special Dictionaries*), Stechert-Hafner Inc., 31 East 10th Street, New York, 3, N. Y., Tenth Edition, 1958, 96 pp. These technical dictionaries are expensive but are fundamental to the course.

Once a month during the Laboratory Period each student reads to me from his written translation any passages which I designate. Twice a semester I give as an unannounced examination the same sight passage to the whole class and permit the use of a dictionary. I might add that the Laboratory Period keeps the instructor alert, encourages the student, and

earns the appreciation and cooperation of colleagues in other departments. In the manner just described, our students in German at the end of the required two-year sequence are prepared in a basic way for the language examination in the graduate school.

For those who wish to keep their language efficiency on a high level in preparation for the reading examination in German at the graduate school we also introduced a one credit course in Advanced Readings in German. I do not accept more than four students a semester in this course. There are no regular class meetings. The translation is assigned at the beginning of the semester and is due in eight weeks. The student reads his written translation to me during my office hour or at a mutually convenient time. The students who elect this course have a standing invitation to consult me about any difficulties. At the midway point I give the student a further translation assignment which is due by the end of the semester. The results obtained in this Laboratory Course by a student-on-his-own have proven very worthwhile.

I find that our reading method helps the undergraduate enlarge his cultural background and strengthens his use of German for reading and research. My experiment is at most exploratory, and I hope that colleagues in German and other foreign languages will examine its further possibilities. I sincerely believe that the instructor, by anticipating the fundamental needs of a student in a foreign language course, fulfills himself as a teacher and contributes to the student's development as a mature, socially-responsive, thinking personality.

RALPH P. ROSENBERG

Yeshiva University

\* \* \*

*The Modern Language Journal* notes with pleasure the appointment of Dr. Hayward Keniston as the first Andrew Mellon Professor of Romance Languages at the University of Pittsburgh. The call was made possible through a twelve million dollar gift from the Andrew Mellon Educational and Charitable Trust which established and endowed 10 distinguished professorships in the humanities, natural sciences and social sciences, as well as 50 predoctoral and six to nine postdoctoral fellowships in the same divisions.

\* \* \*

## Foundations of Vocabulary Selection for the Teaching of Hebrew in America\*

THE past several decades have witnessed a growing interest on the part of foreign-language educators in the whole question of vocabulary and how it is to be taught (1). The assiduity of these men in pursuing such issues implies a tacit recognition on their part of a fundamental linguistic fact—that “no matter what the principal objective of the language course is, words are the *sine qua non* of its attainment”! For this reason, one of the main points of consideration in the conception and implementation of a program of foreign-language instruction needs to be that of specifying the vocabulary to be taught.

All this is in no way meant to imply that the teaching of words *per se* is the ultimate objective in language teaching. On the contrary, it is fully recognized that language is a pattern of sentences or thought units. Words have no significance except in context. Consequently, knowledge of a certain number of words in isolation does not, *ipso facto*, ensure the attainment of any significant educational objective. An understanding of idiom, sentence structure, phraseology, and the like are essential to the mastery of a language. However, it is nonetheless clear that without minimum vocabulary mastery, no real language achievement can be expected. Hence, the knowledge of words stands as a *necessary*, if not *sufficient*, condition for any genuine linguistic communication or self-expression.

But there are literally hundreds of thousands of words in a language; we certainly cannot hope to teach them all. The problem then becomes one of selecting from the enormous stock of available words those which are educationally the most important. But the educational value of any subject matter can be assessed only in terms of the educational objectives of the school system. Consequently, the merit which accrues to teaching one set of words in a language rather than another will depend

on the purpose which motivates the teaching. It may very well be that the postulation of one set of goals will involve the imparting of quite a different vocabulary from that which the predication of an alternative list of objectives would require. Before we can agree, therefore, on which words should be taught, we must achieve a measure of unanimity as to our aims and objectives in language teaching.

It is right here, it seems to this writer, that the crux of the difficulty lies with regard to vocabulary selection in the field of Hebrew. The lack of consensus among Jewish educators as to the main aims to be accomplished in the teaching of Hebrew has resulted in a fundamental cleavage regarding the essential principle to be utilized in the selection of vocabulary to be taught. On the one side are the adherents of the so-called “frequency” approach. The underlying postulate, from this point of view, is that the importance of a word is directly proportional to its frequency of occurrence in specified linguistic materials. This principle rests on the hypothesis that “the only reliable criterion for usefulness is use” (2). The immediate corollary is that those words which are the most frequently used are the most useful. Opposed to this camp is the “word-utility” school whose proponents hold that the importance of a word is to be measured not by its frequency of occurrence, but by its range of functionality in usage, i.e., its expressive potential. The application of this criterion of word-selection has as its purpose to enable the individual to express a wide variety of ideas within the framework of a minimum vocabulary (3).

Now it must be understood that intrinsically neither of these approaches is superior to the other. Only in the light of a predetermined educational objective can their appropriateness be judged. Hence, this divergence in approach to

\* Reprinted from *Jewish Education*, 29 (Winter, 1959), 6-15.



vocabulary selection inherently reflects a basic disagreement as to educational ends. The issue may be stated as follows: Is our fundamental aim to prepare our students to *read* Hebrew with facility, or are we primarily concerned with developing the ability to *converse* in the language? Of course, the one, hopefully, may not preclude the other. Nevertheless, for maximum teaching efficiency and learning achievement, it is necessary to stipulate just where our chief interest lies, and then to bend every effort to achieve this central objective. Along the way, we may be able to find opportunities to further the accomplishment of our subsidiary aims as well. But only the postulation of one principal objective will provide unitary directional guidance in planning and executing our school program.

It is clear that agreement upon one chief goal in the teaching of Hebrew will go a long way towards settling the "frequency"- "utility" controversy in the selection of Hebrew vocabulary for teaching purposes. For each of these approaches is uniquely in consonance with one of the proposed alternative aims for Hebrew instruction. "As a guide in the selection of a *reading* vocabulary the word-frequency list is unassailable, for obviously that word which is most frequently met in reading material is the most valuable one for one to learn to read" (4). On the other hand, for the development of a speaking ability the utility principle will have to be given precedence, for the words thereby selected will have the widest potential conversational usage. There appears to be little middle ground between these two poles. We shall have to settle unequivocally on our chief instructional aim, and then consistently pursue it through the adoption of the appropriate approach to vocabulary selection.

#### AIMS AND METHODS

To be sure, the questions of aims and objectives in teaching Hebrew in our Jewish schools in America has been subject to endless examination by Jewish educators. Unfortunately, these discussions have all too often been marked by a good deal of confusion as to the basic issue at hand. Probably the chief difficulty in this regard has been the confusion of goals and "methods" in language teaching. In particular, the

controversy centering about the relative advantages of "the two methods . . . , the 'translation method' and the 'direct method,' which are the primary and fundamental methods [of language teaching]" (5) has occupied a prominent place in this whole discussion. The fact that, historically, the modern renaissance of Hebrew as a spoken language "led to a new approach in the study of the Hebrew language, one which incorporated the 'direct' method" (6) has resulted in the predication of an intrinsic association between this "direct method" of language teaching, known in the case of Hebrew as *Ivrit B'ivrit*, and a conversational objective. The antiquated "translation method," on the other hand, which "was customarily employed in the *Heder*" (7), appears to have been consciously identified with a reading objective. The net result has been that some Jewish educators, accepting the educational superiority of the "direct method" over the "translation method" seem to have implicitly endorsed an objective in the teaching of Hebrew which involves mainly the development of a conversational, rather than a reading, competency.

There are two fundamental errors in the foregoing approach. To begin with, the case for or against "speaking" or "reading" or, for that matter, any other objective in the teaching of Hebrew does not rest on the validity of *Ivrit B'ivrit* or "translation" or some other so-called "method" in language teaching. Goals must be validated on the basis of objective criteria which have no essential relationship with certain "methods" of instruction.

But even after certain goals have been so validated and accepted for the teaching of Hebrew, one is not thereby *a priori* committed to the use of one or more stereotyped "methods" of language teaching such as "*Ivrit B'ivrit*" or "translation." It is not the adoption of a particular "method" which will lead most expeditiously to the accomplishment of the desired ends, whatever they may be, but rather the application of an educationally sound methodology which has been carefully and systematically thought out and implemented. Whether we finally settle on a reading or a conversational objective in the teaching of Hebrew, we shall no doubt find plenty of opportunity in our educational program for the use of both *Ivrit B'ivrit*



and translation, as well as a host of other techniques. *Ivrit B'ivrit* is not wed monogamously to the conversational objective, nor is translation the cornerstone of a program which features reading as the chief aim. Indeed, routine verbalistic translation, as was customary in the Heder and continues to be the practice even in some of our modern schools, is the antithesis of real reading. For even in the most rudimentary sense "reading is getting ideas from printed matter" (8), and ideally it involves "thinking and feeling about ideas suggested in printed matter" (9). So interpreted, the reading objective in Hebrew is far removed from the "translation method" as it is usually conceived.

#### CHOICE OF A GOAL

All the foregoing, however, does not help us positively to decide between a reading and a conversational objective in Hebrew. As stated above, the validity of an educational goal must be determined by the application of objective criteria. A summary of the main criteria suggested by various educators of note is presented by Chomsky (10). Probably the most important of these norms is that of "progressive continuity." This criterion stems from the Deweyan maxim that "there is nothing to which growth is relative save more growth . . ." (11). If we accept this principle, we must conclude that the hallmark of a valid educational aim is its self-motivating character, i.e., its potentiality for continued growth leading to higher and higher levels of achievement with no terminal point.

It is primarily on the basis of this norm that the present writer favors reading over conversation as the principal objective of teaching Hebrew in the United States. Reading, especially Hebrew reading, provides an ever expanding field of literature for the student to tackle at progressively higher levels of achievement. Oral-aural ability, on the other hand, is not of the same cloth. "A level is reached after a relatively short period where growth is stunted . . . Even where opportunities for practicing the conversational ability are provided, the level remains fixed" (12).

Perhaps the inherently restrictive character of a conversational objective is brought out best in the type of vocabulary selection with which it is associated. As noted above, the adoption of

an oral-aural aim implies a procedure of vocabulary selection based on the utility principle. This technique " . . . consists in studying the set of ideas which need to be expressed and in covering this set of ideas with the smallest possible number of words, avoiding all synonyms" (13). The initiator of this approach, C. K. Ogden, has drawn up a list of 850 words which comprise what he calls *Basic English* (14). Adapting the Ogden approach to Hebrew, I. A. Richards, Christine M. Gibson, and David Weinstein have formulated a tentative "Basic Hebrew" (15) composed of "634 of the Hebrew equivalents of the 850 Basic [Ogden] words" (16). Probably this list is not meant to represent all of "Basic Hebrew," but it is designed at least to " . . . meet the needs of beginners desirous of mastering the important first steps toward proficiency in spoken Hebrew" (17). Presumably, when the full complement of Basic words will have been determined, one will then be able to get along very well with this fundamental conversational vocabulary. In the same manner as Ogden's *Basic English* purportedly can serve all the expressive needs of one who is learning English, so "Basic Hebrew," it seems, will be able to service the speech requirements of the tyro in Hebrew. But if this claim be true, then for normal conversational purposes no more Hebrew beyond Basic need really be learned. Yet this limitation of vocabulary renders the conversational objective terminal in nature, thereby vitiating the fundamental criterion of educational continuity. For this reason, an oral-aural aim is unacceptable as our chief objective in teaching Hebrew.

#### THE CASE FOR "BASIC HEBREW"

Of course, it may be that "Basic Hebrew" is designed to serve merely as "a stepping stone, a scaffolding on which to display the essentials of [Hebrew] sentence structure built with widely useful words, each extended and expanded to front in all directions leading to full [Hebrew]" (18). What constitutes "full Hebrew" is, unfortunately, very unclear. If this term is meant to designate additional vocabularies designed for reading and language goals other than conversation, then the criterion of "progressive continuity" may yet find realization. But then the utility principle of vocabu-

lary selection will have to be sacrificed. If, on the other hand, "full Hebrew" is intended to connote the full complement of conversational words, we may again question why such further vocabulary acquisition is needed within the framework of an oral-aural objective, since "Basic Hebrew," like *Basic English*, presumably will suffice for conversational purposes. Moreover, even "full conversational Hebrew," from the standpoint of the criterion of "progressive continuity," can hardly be compared to a fully developed reading vocabulary and an almost limitless treasury of Hebrew literature.

But even the repudiation of an oral-aural focus does not, according to Weinstein, preclude the acceptance of "Basic Hebrew." For "this vocabulary list is . . . an attempt at a systematic extension of *Ivrit B'ivrit*, providing a general all-purpose vocabulary which would serve the needs of speech as well as the needs of reading" (19). The first thing to note about this statement is that "Basic Hebrew" is supposedly an "extension of *Ivrit B'ivrit*." Once again, the old spectre of "method" rears its head, and once more we must reiterate that vocabulary selection is related to methodology only secondarily. Both depend in the first instance on the educational goals which are set. Only if these objectives are first specified can one select that vocabulary and that methodology which will lead most directly and effectively to their achievement and realization. Consequently, this list is not an organic extension of *Ivrit B'ivrit*. While it is true that *Ivrit B'ivrit* may further the achievement of the objectives which originally motivated the development of "Basic Hebrew," as a teaching technique it can aid in the realization of other, widely divergent, goals as well.

But even if this list were, in every sense, a systematic extension of *Ivrit B'ivrit*, we should still have to take exception to the latter part of the statement, that "Basic Hebrew" can serve "the needs of reading." If it were true that a vocabulary list compiled on the basis of a utility principle did indeed serve "the needs of reading" (if we understand by "reading" the perusal of original literary works), then there would have been no need to rewrite Plato's *Republic*, or the Bible, or Homer, or any other literary work in *Basic English*. A mastery of Ogden's list, presumably, would render them compre-

hensible in the original. The fact that these materials were rewritten in *Basic*, however, invalidates the claim that this vocabulary can serve for general reading purposes. It follows that if the Richards-Gibson-Weinstein list is truly modeled after Ogden's *Basic English*, then only the rewriting of the Bible and the other masterpieces of Hebrew literature in "Basic Hebrew" will qualify this list to serve "the needs of reading." Such a plan of editing, however, will probably not find easy acceptance among the majority of Jewish educators. For the major concern in most quarters appears to be that of equipping our students to read these works in the original. The case for reading this material in the original Hebrew is the same as that which argues the use of a translation into another language, namely that "words in one language cannot be rendered by their equivalents in another language without losing something vitally and essentially peculiar to the mentality and genius of the people employing the tongue" (20). For "nearly every word, every turn of expression or locution employed by [the] masters of Hebrew literature springs from the bedrock of Jewish experiences, literary sources and Jewish folklore, and stirs within us memories, associations, and images, such as no translations, however artistically done, can duplicate" (21). If this be so, then the rewriting of these masterpieces in "Basic Hebrew," which must involve the substitution of linguistic "equivalents," can have the same deleterious effect as translation. For this reason, such a plan is to be eschewed.

Furthermore, if it be claimed that "Basic" is only a *foundation* for a full reading vocabulary, though it may not, in itself, suffice for the reading of classical material, we may ask wherein does it qualify as such a foundation? It is certainly true that "it would seem almost criminally wasteful to compel the foreign learner of [Hebrew] . . . to acquire a separate reading and speaking vocabulary if the same would do as well for both purposes" (22). But what *a priori* guarantee is there that, in fact, "the same *would* do as well for both purposes"? There is no objective evidence to support the assumption that those words which seem to be the most useful for speaking purposes are, at the same time, the essential words to know in order to read with facility certain literary ma-

terials. As a matter of fact, it is probably the case that speaking and reading vocabularies are highly specific (23).

#### A PROGRESSIVE PROGRAM OF HEBREW READING

If the proposed "Basic Hebrew," then, is not suitable for reading purposes, just how *shall* a reading vocabulary be selected? As has already been shown, for reading purposes the word-frequency list stands supreme. However, even the wholehearted endorsement of a frequency approach in vocabulary selection does not necessarily guarantee the adoption of a reading goal which will conform to the educational criterion of "progressive continuity." To ensure such continuity, it is necessary that a hierarchy of literary materials be set up, to the end that the student will be led progressively through a range of Hebrew literature until he has developed the ability and desire to continue his reading independently. If it is true, therefore, as Dr. Weinstein claims, that in past years "the majority of Hebrew educators narrowed the scope of Hebrew literature to be studied and limited it to Biblical literature only" (24), then these educators have sinned against the educational norm of "progressive continuity" every bit as grievously as have some of the die-hard conversationalists.

The reading objective, as we envision it, is not limited to the narrow confines of the Bible. Its purpose is to lead the student to progressively higher levels of reading accomplishment in Hebrew.

It is now time to demarcate these levels more specifically. The first rung of the ladder, it seems evident, should be the perusal and study of the Hebrew Bible, for "the Bible is, admittedly, the heart of our curriculum" (25). There is a good deal of disagreement among educators as to the exact level at which the study of the Bible ought to begin, i.e., at what point students can be expected to achieve a proper degree of readiness for such study. However, implicit even in this disagreement is the assumption that Hebrew instruction in the lower grades ought to be focused primarily on preparing our pupils for the study of the Hebrew Bible as soon as is educationally feasible.

It was in recognition of this fact that a number of educators sought to draw up lists of essen-

tial vocabulary for the reading of the Bible. All these lists, being chiefly reading lists, utilized the frequency principle. One of the first was that of Zevi Scharfstein, who tabulated all the words and their occurrence-frequencies in the book of *Bereshit* (26). Subsequently, under the direction of Dr. William Chomsky, a number of word-lists were compiled which operated on a broader base than just the book of *Bereshit*. These included the Associated Talmud Torahs List (27), the Jr. Hebrew Library List (28), and the council on Jewish Education List (29), which was revised in Chomsky's latest educational work (30). The last mentioned of these represents an attempt to formulate a systematically graded basic vocabulary for the first three levels of Hebraic achievement. It purports to contain those words which meet the following explicit criteria (31): "a) highest frequency in the Bible [Harper's List (32)]; b) high frequency in the books of *Bereshit* and *Shemot* (ten times or more); c) high frequency in Rieger's List (33) (among the first 500 words); d) words found in most of the 11 primers in vogue; and e) words of functional usage." In actuality, this list reflects more than is implied in these criteria. Over the past decade or so, Chomsky and some of his students have taken an extensive word-frequency count of all the narrative portions of the Pentateuch and Former Prophets (Scharfstein editions). While, unfortunately, all this material has not been statistically analyzed, undoubtedly the researcher's subjective opinion of the findings have influenced to some degree his selection of words for inclusion in the latest list. The raw data from this count are currently in the possession of the present writer, who hopes in the near future to undertake a thoroughgoing analysis of the material. On the basis of such an analysis, a more accurate and serviceable list can be compiled for use in preparing students to study those sections of the Hebrew Bible which are usually read in the early grades, along with such literary selections as are written within the framework of this Biblical vocabulary. In the interim, the present three-year word-list should prove satisfactory for these purposes.

Most probably, the preoccupation of Chomsky and other researchers with the vocabulary make-up of the Bible did give the impression



that this Book, in the eyes of "the majority of Hebrew educators" is the be-all and end-all of Hebrew Literature insofar as Hebrew instruction in the early grades is concerned. For this reason, the studies of David Rappaport (34) no doubt provided a welcome break from the steady diet of Bible-centered vocabulary investigations. Rappaport, apparently realizing that ideally we wish to equip our students to read not only the Bible, but a wide range of Hebrew literature, sought to draw up a "basic vocabulary for general [Hebrew] reading" (35). To this end, he took a word-count of all the issues of *Ha-Doar La-Noar* over a period of two years (36), and on the basis of this count drew up what he thought would be a "basic and effective word-list for children in the elementary schools in the U. S." (37).

Rappaport's aim was worthy, but he overlooked the fact that "the word-frequency count . . . is very sensitive to the nature of the material from which it is extracted. The validity of a specific word-count is unquestionable, but no general word-count is of such validity" (38). Consequently, the fact that a word occurs with a high frequency in certain issues of *Ha-Doar La-Noar* does not thereby qualify it as an important word for "general [Hebrew] reading." Such a word is demonstrably important only for reading *Ha-Doar La-Noar*. To determine what words one must know in order to read any other material, it is necessary to analyze that specific material. For this reason, Rappaport's studies seem to fall short of their purpose, and other researches are needed to help us move beyond the first stage in Hebrew reading.

In order to advance into these higher levels, we must first specify what literature belongs in each succeeding stage. Only then can we proceed to identify that vocabulary whose mastery is essential for progression onto these levels. It has been suggested that the next rung on the ladder of Hebrew reading should feature the modern classics of Hebrew literature (39)—such works as those of Bialik, Frishman, Peretz, Ahad Ha-Am, Agnon, etc. Such, anyway, seems to be the material currently read on the intermediate and advanced levels of Hebrew study in our American Jewish schools. Up to now, however, none of the extant word-lists give us

any information concerning the vocabulary make-up of this literature. The most extensive literary word-count in Hebrew, that by Rieger (40), does not touch at all on these modern works. Hence, what is needed is a new study which will determine just what are the most frequently occurring words in the modern classics. On the basis of such an objective word-count, a graded vocabulary list can be compiled whose purpose will be to guide educators and teachers in preparing our students to read this material. An investigation along these lines is currently being conducted by the present writer. When these findings will have been analyzed and made known, we shall have an objective basis for erecting a second-story to the Hebrew vocabulary structure for our American Jewish schools.

Concomitantly, it should be noted, the current investigation can serve another important educational purpose. There is a current controversy in some circles as to the relative merits of emphasizing in our schools "modern" rather than "Biblical" Hebrew. The assumption here is that "modern" Hebrew is significantly different from the language of the Bible. This assumption, however, is open to serious questions. A number of scholars and educators on the other side of the fence claim that a large segment of "modern" Hebrew is, in reality, Biblical in nature, and hence the distinction between "modern" and "Biblical" Hebrew, from a vocabulary standpoint, is more fictional than real. However, this counter-hypothesis too, has, as yet, no factual support. The current studies of this writer should supply some objective evidence from which at least a tentative conclusion can be drawn. These word-counts will show exactly what proportion of the vocabulary of the classics of modern Hebrew literature is, in fact, derived from the Bible, and what part is of later origin. The investigation will also tell us what proportion of the principal *Biblical* vocabulary has been retained in the modern literature. These data will prove useful in assessing the validity of the hypothesis that "modern" and "Biblical" Hebrew represent an essential dichotomy. Of course, it would be presumptuous to pre-judge the findings, but no matter what the final conclusions as to the latter issue, the educational implications in terms of the



Hebraic curriculum of the Jewish school should prove significant.

#### EDUCATIONAL USE OF THE PROPOSED LIST

The academic interest alone of current vocabulary studies of modern Hebrew literature might justify the time and effort expended thereon. However, the primary motivation for undertaking the investigation was the educational need for this information. Unfortunately, it appears at the present time that in all too many instances students on the intermediate and upper levels are being plunged into the study of Hebrew literature without having been exposed gradually and systematically to the necessary vocabulary for such study. One of the major reasons for this neglect is our relative ignorance of the exact vocabulary make-up of this material. Once this vocabulary structure will have been determined, specific provision can be made for teaching those words which are demonstrably the most important.

Such an approach has borne fruit in the area of Bible study. With the objective determination of the essential Biblical words and the construction of a graded word-list for Bible study, it has been possible to prepare educational materials designed specifically to impart this vocabulary. Several of the series of elementary Hebrew text-books now in vogue, for example, have been purposely written within the framework of a predominantly Biblical vocabulary and explicitly purport to aid in preparing the student for the study of the Hebrew Bible (41). On the intermediate levels, too, a wide variety of reading materials have been prepared within the framework of a basic Biblical vocabulary. These include original materials which are designed mainly for extensive-type reading (42), and modern literary selections which have been worked over and adapted for reading in these grades (43).

There is objective evidence to support the proposition that the systematic use of these materials does result in superior linguistic preparation of pupils for the study of the Hebrew Bible. In recent months, the AAJE tests on the Fundamentals of Hebrew, as well as other examinations, were administered under the direction of this writer to pupils in a number of Jewish schools in Philadelphia. It was found that con-

sistently higher scores were achieved by students in those schools which offered the type of program outlined above. It appears reasonable to attribute these differences in Hebraic accomplishment, at least in part, to the variations in curricula and approach to Hebrew study in the schools tested. Apparently, those schools which geared their educational programs along the lines previously described prepared their students more adequately for study of the Bible and other Hebrew literature.

These conclusions render it desirable to undertake a program of like sort on the next higher levels of study to adequately equip our students to peruse the classics of modern Hebrew literature. In particular, a wide range of original reading materials is needed for this purpose. Such texts should be couched principally in that vocabulary which occurs most frequently in the literature which the student later will be expected to read. The vocabulary list which, hopefully, will eventuate as an outcome of the present research can serve as the basic source for the selection of this vocabulary.

But this list can have other uses as well. It can be utilized for the evaluation of extant, previously prepared reading materials in order to help determine their linguistic suitability for the directed development of reading ability. Moreover, this projected vocabulary list can serve as a guide to the teacher to indicate which are the words that need to be stressed in the classroom. So used, the results of the current study can be of prime importance in the formulation and implementation of a sound Hebraic curriculum on the intermediate and advanced levels of our Jewish schools.

#### IN CONCLUSION

In order to view the whole question of vocabulary selection in its proper perspective, it should be reiterated that words *per se* are not, and should not be, our final concern. There can be no demurrers to the proposition that meaning is paramount in the reading and speaking processes. Accordingly, the *content* of linguistic materials, irrespective of the vocabulary in which this content is couched, deserves first consideration. On the other hand, the most intrinsically valuable content, expressed in a vocabulary medium which has not been selected

with a definite end in view, is educationally directionless. The use of such materials in the language curriculum does not provide for the progressive growth of any linguistic ability. It is for this reason that we are especially concerned with matters of vocabulary selection. Such concern, however, should not blind us to the need for carefully examining the subject-matter contained in our educational materials. Not all content couched within a given vocabulary framework is equally as valuable, interesting, or important.

## REFERENCES

1. Charles H. Handschin, *Modern Foreign Language Teaching*, New York: World Book Co., 1940, p. 160.
2. Robert H. Fife, *A Summary of Reports on the Modern Foreign Languages*, New York: Macmillan and Co., 1931, p. 189.
3. Michael West, "The Present Position in Vocabulary Selection for Modern Foreign Language Teaching", *Modern Language Journal*, 21 (March, 1937), p. 436.
4. *Ibid.*, p. 434.
5. Zvi Sharfstein, *Darkey Limmud L'shonenu*, New York: Shiloh, 1940, p. 66.
6. *Ibid.*, p. 64.
7. *Ibid.*, p. 36.
8. Edward W. Dolch, *Teaching Primary Reading*, Champaign, Ill.: The Garrard Press, 1941, p. 3.
9. *Ibid.*, p. 5.
10. William Chomsky, *Teaching Hebrew*, New York: Jewish Education Committee, 1956, p. 5.
11. John Dewey, *Democracy and Education*, New York: Macmillan and Company, 1916, p. 60.
12. William Chomsky, "Principles of Teaching a Foreign Language to Young Children: Experiences in Hebrew," *Modern Language Journal*, 39 (February, 1955), p. 90.
13. West, *loc. cit.*, p. 436.
14. C. K. Ogden, *The System of Basic English*, New York: Harcourt, Brace, and Co., Inc., 1934.
15. I. A. Richards, David Weinstein, and Christine M. Gibson, *Hebrew Through Pictures*, New York: Pocket Books, Inc., 1954.
16. David Weinstein, "Vocabulary Studies in Hebrew: A Review and Revaluation," *Jewish Education*, 28 (Winter, 1957-58), p. 19.
17. *Ibid.*
18. David Weinstein, "An Answer to Dr. Chomsky," *Jewish Education*, 28 (Winter, 1957-58), p. 25.
19. Weinstein, "Vocabulary Studies in Hebrew," *loc. cit.*, p. 19.
20. William Chomsky, *Hebrew: The Eternal Language*, Philadelphia: Jewish Publication Society, 1957, p. 12.
21. *Ibid.*, p. 13.
22. John B. Wight, *The Simplification of English*, Doctoral Thesis, Graduate School of Education, Harvard University, 1952, p. 73; quoted in Weinstein, "Vocabulary Studies in Hebrew," *loc. cit.*, p. 19.
23. Robert D. Cole and James B. Tharp, *Modern Foreign Languages and Their Teaching*, New York: Appleton-Century Co., 1937, p. 154.
24. Weinstein, "Vocabulary Studies in Hebrew," *loc. cit.*, p. 16.
25. Azriel Eisenberg, "Objectives and Methods of Teaching Hebrew," *Jewish Education*, 21 (Winter, 1949), p. 62.
26. Zvi Sharfstein, *Darkey Limmud Ha-tanach*, New York: Teachers Institute of the Jewish Theological Seminary of America, 1934, pp. 332 ff.
27. See William Chomsky, *How To Teach Hebrew in the Elementary Grades*, New York: United Synagogue Commission on Jewish Education, 1946, pp. 160 ff.; also William Chomsky, "Vocabulary Studies as a Basis for a Hebrew Methodology," *Jewish Education*, 9 (April-June, 1937), pp. 58-60.
28. Chomsky, *How To Teach Hebrew*, pp. 164 ff. pp. 253 ff.
29. William Chomsky, *Basic Hebrew Word-List for the First Three Years of the Elementary Grades*, Philadelphia: Council on Jewish Education.
30. Chomsky, *Teaching Hebrew*, pp. 96 ff.
31. *Ibid.*, p. 56.
32. William R. Harper, *Hebrew Vocabularies*, Chicago: Hebrew Book Exchange, 1882.
33. Eliezer Rieger, *Otzar Milot Ha-y'sod*, Jerusalem: Hebrew Teachers College, 1935, pp. 71 ff.
34. David Rappaport, "An Effective Reading Word List for the Elementary Hebrew Schools," *Jewish Education*, 21 (Winter, 1949), pp. 64-69; David Rappaport, "A Basic Word List for Elementary Hebrew Schools," *Jewish Education*, 22 (Summer, 1951), pp. 52-56.
35. David Rappaport, "Reading—For What?," *Jewish Education*, 21 (Summer, 1950), p. 42.
36. Rappaport, "A Basic Word List for Elementary Hebrew Schools," *loc. cit.*, p. 52.
37. Rappaport, "An Effective Reading Word List for the Elementary Hebrew Schools," *loc. cit.*, p. 65.
38. Michael West, "Speaking Vocabulary in a Foreign Language (1000 Words)," *Modern Language Journal*, 14 (April, 1930), p. 515.
39. William Chomsky, "Some Guiding Principles in Text-book Analysis and Word-List Construction," *Jewish Education*, 25 (Fall, 1954), p. 47.
40. Rieger, *op. cit.*
41. See, for example, William Chomsky, *Sippuri Aleph* (Part I), Philadelphia: Gratz College, 1949, p. iii; also Simon Greenberg, *Hasheyur Harishon*, New York: United Synagogue Commission on Jewish Education, p. 3.
42. The outstanding examples in this respect are the *Oneg* books put out by the United Synagogue Commission on Jewish Education.
43. For example, William Chomsky (editor), *Sifriyah Lanor* (I), Philadelphia: Associated Talmud Torahs, 1941; William Chomsky (editor), *Sifriyah Lanor* (II), Baltimore: Board of Jewish Education, 1944.

LEON H. SPOTTS

Gratz College

## The "Indispensable" Accent Mark in the Spanish Language

THE accent mark in the Spanish language is reputedly a stress signal which is pressed into service when special circumstances demand it. For example, *pregunta*, stressed on the penultimate syllable and ending in a vowel, is of a piece with a multitude of similarly composed words. *Preguntas*, interpreted as a plural or as a second person singular verb form, as well as *preguntan*, the plural of *pregunta*, are also parallel in composition with thousands of other words in the language.

Like *pregunta*, *fácil* is stressed on the penultimate syllable and also like *pregunta*, *rubí* ends in a vowel. However, unlike *pregunta*, *fácil* ends in a consonant and also unlike *pregunta*, *rubí* is stressed on the final syllable. Deviations in any way from the more common way of synchronizing stress and symbol are considered sufficient reason for special treatment. Thus, the accent marks in *fácil* and in *rubí* indicate that it is much more common in the Spanish language for words ending in consonants to be stressed on the final syllable and for words ending in vowels to be stressed on the penultimate.

The stage was set in Old Spanish for the one type of accent mark now employed in the Spanish language. While it is true that Old Spanish was lax in the way it used the written accent, it was consistent in the aspect which concerns us here. A written accent indicated then, as it does now, that the vowel beneath the mark was the most emphasized letter in the word.

In line 841 of the *Cid* the *o* of *sanó* is marked, as it would be today.

*sanó* el rey Fáriz<sup>1</sup> (V. 841)

\* \* \*

Six lines later, *pagó*, similarly composed as *sanó*, is not marked.

qué bien *pago* a sus vassallos mismos! (V. 847)

There is nothing in the spelling of the Italian words *causa* and *paura* to suggest that the *au* combination is pronounced differently in each

word. However, the student is required to know that the *a* overshadows the *u* in *causa* whereas in *paura* it is the *u* which stands out. In situations of this type the student of Spanish is expected to go one step beyond his Italian counterpart. He must show, *graphically*, that he understands the difference between the *au* of *causa* and, let us say, that of *baúl*.

The point is often made that to fail to mark a word which is conventionally written with an accent mark, with the exception of words like *sí* and *¿dónde?*, is to run the risk of misleading the reader into an incorrect pronunciation. This would not only be true in words like *José*, *lápiz* and *cátedra*, but also where it is intended to show that two adjacent vowels do not constitute a diphthong. Thus, not being familiar with the word *baúl* and finding it unmarked, a student could very well be misled into rendering the *au* sequence as he does in *causa*.<sup>2</sup>

The accent mark over the *u* of *baúl* carries out its basic function, that is to say, it is a signal reserved for special situations. Similarly, in one member of each of the following pairs of words the accent mark over an *i* or *u* performs its specialized function—

*oigo*, *oir*; *guante*, *continúa*;  
*bueno*, *continúe*; *fianza*, *día*;  
*idiota*, *envío*.

Scores of words, each carrying a reputedly indispensable written accent, could be listed. However, a careful examination of this list could conceivably expose some words as not being legitimately marked. Specifically, it is the purpose of this study to inquire into the traditional way of writing *dio*, *vio* and similarly composed third person singular constructions like *crio*, *rio*, *fio* and *lio*; *fui*, *fue*, *hui*, *guion*, words

<sup>1</sup> *Poema de Mio Cid*, Espasa—Calpe, S.A., Madrid, 1951.

<sup>2</sup> This was actually tried on a number of Spanish-speaking students at Pan American College (Edinburg, Texas). Only one in fifty knew the word to be *baúl*.

which show an internal *ui*, of which *huida* and *construido* are typical and words which embody the *eu* sequence, as, for example, *reune* and *reuna*.

In the following figure, the *a* of the penultimate syllable stands out more than any of the other letters.

c	a		s	a	
c	a	n		s	a
c	a	u		s	a

The only difference between *casa* and *cansa* is one of syllable content. The first syllable of *cansa* is longer than that of *casa* by one letter. However, the *a* of *cansa* receives just about as much stress as does the *a* of *casa*. In other words, *a* and *n*, while located in the same syllable, are clearly not in equilibrium.

The only difference between *cansa* and *causa* is in the identity of the letter which follows the *a*. Like the *n* of *cansa*, the *u* of *causa* constitutes by far the lesser portion of the two letter combination. One characteristic of a diphthong is now apparent—the vowel combination is noticeably unbalanced.

The only difference between the vowel combination of *cuadra* or of *suave* and that of *causa* is in the reversal of the letters of the combination. The other conditions prevail, that is to say, there is a noticeable lack of equilibrium and the *u* can be identified as the minor member of the combination.

In the figure which follows, it will be seen that in all three words the *a* of a penultimate syllable is the long, well-emphasized vowel, whereas the *s* of *basta* and the *i* of *baile* are relatively insignificant.

b	a		t	a	
b	a	s		t	a
b	a	i		l	a

In the following figure it will again be seen that the *a* overshadows by far the preceding letter.

d	a		m	a	
d	r	a		m	a
d	i	a		n	a

Both *baila* and *diana* contain the same vowel combination and in both cases it is the *i* which is the lesser member of the group.

The following figure will suggest two characteristics of diphthongs.

c	a	u	s	a	
c	u	a	d	r	a
b	a	i	l	a	
d	i	a	n	a	

1—a lack of equilibrium exists between the parts of the diphthong.

2—the minor member is either an *i* or a *u*.

\* \* \*

#### Non-diphthongizing vowel combinations

In the following words an *i* or *u* will be found in every combination of vowels—*baul*, *ataud*, *continue*, *país*, *dia*, *rio*. However, the *is* and *us*, popularly described as weak vowels, are hardly that here. On the contrary, they overshadow the accompanying vowel in every case. It is evident we have a *special* situation in every word.

Negatively stated, we place a written accent over the *u* of *baúl*, *ataúd* and *continúe* to distinguish these vowel combinations from the type found in *causa* and *bueno*. We mark the *i* of *país*, *día* and *ríto* to distinguish these vowel combinations from those of *baile*, *diario*, and *diosa*.

*Diga* is like *casa* in the sense that the vowel of the penultimate syllable stands out above the other vowel. Minus the *g*, the resultant *dia* shows two vowels in juxtaposition. The presence of an *i* suggests a possible diphthong. However, the other condition governing diphthongs, namely, that the *i* be the less prominent vowel, is lacking. In fact, the *i* is more outstanding than the *a*. Hence, no diphthong.

An accent mark over one member of a vowel combination does not necessarily break the diphthong. The *o* of *comió* is marked for the same reason as the *o* of *habló*, the *e* of *José* and the *i* of *rubí*. Similarly, the *o* of *diócesis* is marked for the same reason as the *o* of *rótulo*.

\* \* \*

#### The case of "oirê," "oirás," etc.

A peculiarity of the Spanish language makes it sometimes necessary to leave an *i* unmarked even if it does not combine with the adjacent vowel to form a diphthong. For example, the future tense, being composed of the infinitive and the present inflections of *haber*, with the latter receiving the main stress, shows five out of six paradigms with written accents over a vowel of the *haber* inflection.



The *i* of *oír* is marked for reasons already considered. On the other hand, the *e* of *oír* carries a written accent for the same reason as that of *José*. Since the Spanish language permits only one accent mark in any one word, the *i* of *oír* must be left unmarked. Hence, just as the student of Italian is required to know that the *au* of *paura* does not constitute a diphthong and just as the student of French is expected to know that the *a* and *y* of *pays* are not in the same syllable, the student of Spanish is aware that the *i* of *oír*, though not marked, constitutes by itself a separate syllable.

\* \* \*

#### The case of "eu"

The presence of a *u* in the combination *eu*, as, for example, in *Europa*, suggests a possible diphthong. However, spoken slowly, moderately or rapidly, these two vowels appear to receive equal consideration. A controversy over which vowel receives more stress would serve only to strengthen the belief that *eu* does not constitute a diphthong. It will be recalled that in diphthongization the *u* must be indisputably the minor member of the combination.

In *Europa* the main stress is neither on *e* nor *u*. On the other hand, in the words which follow there is actually more stress on the *u* than on the preceding *e*, ruling out the possibility of diphthongization—*ceugma*, *deuda*, *feudo*, *neuro*, *reuma*, *reune*, *seudo*, *leucro*, *zeugma*.

*Reuna* lends itself to close comparison with *ventura* by virtue of the fact that *e*, *u* and *a* occur in the same order in both words. Furthermore, the *u* is the outstanding vowel in both cases.

v	e	n	t	u		r	a
r	e	-	u		n	a	

The *e* of both words is the same in the sense that it is the prominent letter of the first syllable, the *n* of *ventura* merely providing additional content. The *u* of both words is the same in the sense that it is the most emphasized letter of each word, the *t* of *ventura* merely providing additional content.

*Reuna* is like *luna* in the sense that the stress is on the penultimate syllable and like *luna*, *reuna*, or *reune*, needs no written accent.

\* \* \*

#### The case of "huida"

In the following figures, the second members of which are inventions, a corollary of the conditions for diphthongization will be noted, that is to say, if an *i* or *u* is a necessary part of a diphthong, a combination made up exclusively of these vowels should result in a diphthong.

f	r	i		t	a	b	r	u		t	o
"f	u	i		t	a"	"b	i	u		t	o"
h	u	i		d	a	v	i	u		d	o

The *u* of *huida* performs the function of a consonant, that is to say, it is overshadowed by another vowel of the same syllable. Similarly, the *i* of *viudo* is the minor part of the two vowel combination. The deduction can therefore be made that *i* and *u* will always combine to form a diphthong, the second vowel receiving the major stress.

In *huida* as well as in all those past participles which show an internal *ui*, such as *construido*, *destruido* and *sustituido*, the *ui* could only be viewed as a diphthong in which the *i* is favored. There is no legitimate reason to mark the *i*. Stated negatively, *h-u-i-d-a* and *c-o-n-s-t-r-u-i-d-o* could only be interpreted as *huIda* and *construIdo*.

\* \* \*

#### The cases of "dio," "vio," "rio," etc.

In the following figures *dio*, *vio*, *rio*, *lio* and *crio* will be seen as words of one syllable, with the major stress falling on the *o*. An accent mark over the *o* would be superfluous.

d	r	o		g	a	b	o		t	a	
d	i	o		s	a		i	o		t	a
d	i	o				d	i	o			
v	i	o				v	i	o			
r	i	o				r	i	o			
f	i	o				f	i	o			
l	i	o				l	i	o			
c	r	i	o			c	r	i	o		

The fact that Italian uses special signals sparingly does not relieve the student of the necessity of making the same distinctions as his counterpart in Spanish. Thus, an Italian and a Spaniard, both viewing *dio*, will, by virtue of their different backgrounds, pronounce this word differently. On the other hand, *dia* will elicit the same pronunciation from both individuals, even if the accent mark is omitted in the Spanish word.

"dio" and "vio" in Old Spanish

The language of the *Cid*, although chronologically close to Latin, already begins to establish the basis for modern morphology.

*do, dare* was a strong verb in Latin, *dedit* being the prototype for the Spanish *dio*. In the *Cid*, probably by analogy with constructions like *comió* and *valió*, the stress in *dio* had already shifted to the final vowel.

As previously indicated, consistency of spelling in the *Cid* leaves much to be desired. However, the accent mark consistently identified the most stressed vowel in a word. With respect to accent marks, there are three possible ways of spelling *d-i-o*; namely, with the *i* marked, with the *o* marked, or with no accent mark at all. Of these possibilities, only a marked *i* would suggest a pronunciation other than *diO*. Such a spelling of *dio* will not be found in the *Cid*.

Mio Çid de los cavallos sessaenta *dio* en don (V. 2118)

\* \* \*

El rey *dioles* fideles por dezir el derecho e al none  
(V. 3593)

\* \* \*

A los fijas del Çid el moro sus donas *dió* (V. 2654)

\* \* \*

*video, videre* was a strong verb in Latin, *vidit* being the prototype for the modern Spanish *vio*. The equivalents of *vio* are found in a variety of forms in the *Cid*. Like *dio*, *vio* is found with and without an accent mark over the *o*.

*Vio* los sos commos van allegando (V. 791)

\* \* \*

Quando las *vió* (V. 1960)

\* \* \*

*Viólos* en los avueros (V. 2615)

\* \* \*

*vio* is also found with the *i* marked, thus making it a step closer to Latin.

*Violo* mio Çid Roy Diaz al castellano (V. 748)

[Note: *mio*, composed like *vio*, has an unmarked *i*.]

\* \* \*

Also *vido* still closer to the Latin *vidit* and which can still be heard in conversation.

Quando *vido* mio Çid asomar a Minaya (V. 920)

\* \* \*

Modern Spanish has, of course, settled upon *vio* as the standard third person construction. Instructors are quick, with justification, to point out to erring students that *vi*, being a

word of one syllable, needs no stress signal. By the same token, *vio* is also complete without the signal.

\* \* \*

The case of "guion"

The morphology of *guion* can be better appreciated by reference to words like *gromo* and *dios* in the figures which follow.

g r o m o	d i o s
"g u i o m o"	"d i o n"
"g u i o m"	g u i o n
g u i o n	

\* \* \*

The French and Italian equivalents of *guion* are *guidon* and *guidone*. Minus the *d* of these words, the Spanish equivalent shows *i* and *o* in juxtaposition.

The joining of *i* and *o* resulting from the loss of a consonant can be observed in *diverttos* as the product of *divertid* and *os*. However, the one point of difference between the *io* combination of *diverttos* and that of *guion* is most important to this analysis. In *diverttos*, it is the *i* which is the outstanding vowel, thereby eliminating the possibility of a diphthong. On the other hand, in *guion*, where the *o* is unmistakably the favored vowel, the conditions for diphthongization are satisfied. Hence, *guion*, a word of one syllable, like *dios* and *ion*, requires no special stress signal.

\* \* \*

The cases of "fui" and "fue"

We have already seen the diphthongs *ui* and *ue* within the context of other words. With a different consonant *fui* is the first part of *huida*. With no change at all, *fue* is the first part of *fuego* and *fuera*. *Fui* and *fue* are words of one syllable with the main stress falling unmistakably on the second vowel. No special signal is required.

Even those grammars which insist on accent marks for *fui* and *fue* do not seem equally concerned about the morphology of the four other paradigms. Despite the fact that *fuimos*, *fuiste* and *fuisteis* embody *fui* in the exact proportions of the shorter word, we usually find these words unmarked. Similarly, *fueron*, embodying *fue*, is also found "sin acento." A respect for consistency would seem to demand that, *fui*

and *fue* being marked, the remaining four constructions should be equally honored.

A brief philological history of *fui* and *fue* will reveal some information not generally known and rarely considered in grammatical studies. The Latin prototypes for *fui* and *fue* are *fui* and *fuit*, two-syllable words stressed on the penultimate.

Old Spanish had not yet shifted the stress. In fact, the equivalent of the modern *fui* shows up in the *Cid* as *fu*.

Todos estas ganancias fixo el Campeador  
(and now explaining his good fortune)

"Grado ha Dios que del mundo es señor!

"Antes *fu* minguado, agora rico so (V. 2492-4)

\* \* \*

There are approximately sixty equivalents of *fue* in the *Cid*. Of these, about fifty are written as *fo*. Those constructions which are spelled *f-u-e* are mainly from the *Crónica de Veinte Reyes*. Since the *e* of *fue* was so commonly omitted, it is reasonable to believe that it was not the stressed vowel.

Buena *fo* la de Valençia quando ganaron la casa.  
(V. 1232)

\* \* \*

Mas mucho *fue* provechosa, sabet, esta arrancada.  
(V. 1233)

#### The case of "hui"

*Hui*, like *fui*, is a word of one syllable. The diphthongs of both words are identical. A written accent would be superfluous in *hui*, as it would be in *fui*.

The morphology of *hui* has more than passing interest. *Huir* is from the Latin *fugio*, *fugere*. When the Latin perfect *fugī* passes into Spanish minus the *g*, the result is a morphological duplication of the perfect of *ser*. Further, at the time when the initial *f* tends, in the Spanish language, to become *h*, as, for example, *fermoso* > *hermoso*, the Spanish equivalent of *fugī* begins to lead a double life. One part keeps the *f* and modifies the meaning of the Latin prototype to "I went," whereas the other modifies the Latin *f* to *h* and keeps the original Latin meaning, "I fled."<sup>3</sup>

\* \* \*

It was traditional for Latin to avoid final stress. For the most part, Spanish stresses the same or equivalent vowel as the Latin prototype. For example, *amare* > *amar*; *insula* > *isla*;

*cibus* > *cebo*. When Spanish shifted stress, principally in making weak verbs out of Latin strong verbs—*vidit* > *vio*; *scripsit* > *escribió*; *legit* > *leyó*; *cognovit* > *conoció*—a new tradition was established for these words. From that time on, older forms like, let us say, *vido* and *vió*, have been rejected categorically as out-and-out corruptions.<sup>4</sup>

We are not concerned with a restoration of original stress. Even the purists will not argue against a tradition which is hundreds of years old. Thus, *fue*, stressed terminally, is as correct for Spanish as was *fuit* for Latin. The issue is rather one of a correlation of spelling of one word with other words similarly composed.

For example, Spanish consistently maintains the Latin *a* of the first conjugation in the present tense, *amat*, *ambulat*, *mactat* and *stat* becoming *ama*, *anda*, *mala* and *está*. However, consistency with avowed principles demands that the resultant constructions be correlated in spelling with other words showing a similar coordination of factors. Thus, verb forms like *ama*, *anda* and *mala* go unmarked for the same reasons governing the writing of, let us say, nouns like *panadero* and *asusto*. On the other hand, *está*, having two syllables to the one of the Latin *stat*, now lends itself to comparison with words like *José* and *así*.

One is encouraged in the writing of Spanish to employ the minimum number of symbols necessary to elicit a correct pronunciation. (We shall have to cite the *h* as an exceptional case.) *Dio* and *vio* can only suggest *dio* and *vio*, *fui*, *hui* and *fue* can only be rendered *fui*, *hui*, and *fue*, *huida* and *guion* only *huida* and *guion*. Such being the case, written accents in these words are just so much excess baggage.

The accent marks in *st*, *más* and *¿qué?* are not, of course, stress signals. The idea was once conceived that words having different meanings and which sounded alike should show some difference in writing. And so it has remained to this day. Nevertheless, if the *i* of *oiré* can go unmarked without jeopardizing one's understand-

<sup>3</sup> This development is duplicated in the case of *falda*, which is related in meaning to *halda*.

<sup>4</sup> By the same token, in English, *thrid*, close to the construction of Chaucer's day and historically related to the German *dritte*, would be rejected today as a corruption of *third*.

ing of its true character, it is not unreasonable to expect that the *i* of the *sí* which means "yes" and the *e* of the *sé* which means "I know" will one day be left unmarked without risking confusion in the mind of the reader. While it is not recommended at the present time that the accent marks be omitted in the *sí*, *sé* and *cómo* of the following discourse, it is apparent that at such time when these omissions are the order of the day it will not be a difficult idea to accept.

¿Sabe Ud. como me llamo?

Sí, señor, se como Ud. se llama.

It is conceivable that in the not too distant future the accent mark will be viewed in the Spanish language strictly as a stress signal. The list of writers who are already reducing the number of marked words in the language is growing. One such writer, Fernando Vázquez

Ocaña, a Spaniard now living in the New World, dispenses entirely with the accent mark in words of one syllable. (He does mark words like *sí* and *¿qué?*.) I shall quote from his *García Lorca, vida, cántico y muerte*.

Fui uno de los primeros espectadores.<sup>5</sup>

\* \* \*

La luz diurna se fue. (p. 25)

\* \* \*

Don Federico *dio* unos golpecitos. (p. 26)

\* \* \*

Dofia Vicenta lo *vio* salir. (*Ibid.*)

LESTER BEBERFALL

*Pan American College*

<sup>5</sup> Fernando Vázquez Ocaña, *García Lorca, vida, cántico, y muerte*, Biografías Gandesa, México, 1957, p. 174.

\* \* \*

### *Cooperative Lab Research*

With financial support by Educational Facilities Laboratories, New York, Massachusetts Institute of Technology and Purdue University will conduct a two year co-operative project of research and experimentation on laboratory equipment and technique. Professor Locke at MIT will concentrate on developing audio specifications for language teaching equipment while Professor Hocking of Purdue will study the comparative teaching effectiveness of the simpler microphones-amplifier-headset installations with the more expensive dual-track model-with-student-imitation installation. Both will study the development of more durable and remotely controlled equipment.

### *MLA Long-Playing Records*

The MLA, which up to the present has been the distributor for the long-playing records which accompany the Teacher's Guides, is fortunate in having arranged for the sale of the records directly from The Educational Publishing Corporation, 23 LeRoy Street, Danbury, Conn. The following records are available: Beginning French in Grade Three, French in Grade Four, Beginning Spanish in Grade Three, Spanish in Grade Four, and Spanish in Grade Five. The cost of each record is \$5.00 plus 50¢ Excise tax when the records are purchased by individuals; shipments are made prepaid. These records should be ordered directly from the Educational Publishing Corporation.

### *Summers Abroad for FL Teachers*

The purpose behind a bill (S. 1205) introduced last month by Senator Fulbright is to enable FL teachers to go abroad for summers. The measure would amend the NDEA of 1958 to make possible the use of foreign currency credits in countries chosen by the Commissioner of Education to pay summer study and living costs there for selected teachers of the language involved. Provision would also be made to reimburse them for money not earned by summer employment. This bill differs from the NDEA in including teachers in institutions of higher education.

\* \* \*



# Notes and News

## Students Publish A Russian Newspaper

A Russian-language newspaper, *Sputnik Studenta*—Russian for the Student's Companion, recently was launched by two University of Minnesota coeds, Sharon Jahn and Daria Antochy.

*Sputnik Studenta* is designed for classroom use. Printed entirely in Russian, it does not include spot news; instead it offers reading matter of a more enduring nature.

The first issue, four 14½×21" pages, appeared in March and the second in May. This contained an article about Russian folk mythology, a survey of Russian history from ancient times to the first World War, and a brief summary of the geography of the USSR with an accompanying map. Mendeleev, the "father of chemistry," Moussorgsky, the composer, and Lermontov, the poet, are subjects for three brief biographies.

A large picture of Dmitri Donskoy, heroic prince of 14th century Russia, attracts attention to a story that describes the honorary historical pageant put on each year by children

of St. Panteleimon's Russian Orthodox Church in Minneapolis. A collection of poems, fables, folk tales, tongue twisters, riddles, and a description of customs completes the varied collection of material.

While the paper is now published bi-monthly, the aim is to make it a monthly if the demand warrants it. Although there are no subscriptions at present, individual and bulk orders for the first two editions are accepted at the following rates:

1-49 copies.....	30¢ each
50-99.....	25¢ each
100 and up.....	20¢ each

All orders are postpaid. The address for orders, suggestions, and contributions is *Sputnik Studenta*, c/o EMC Recordings Corp., 806 East Seventh St., St. Paul 6, Minn.

RICHARD W. ANDERSON

University of Minnesota

## The Middle States Association of Modern Language Teachers

The Middle States Association of Modern Language Teachers met in Atlantic City on November 29, 1958. The business meeting was called to order by President Albert W. Holzmann. Dr. Koenig of Temple University requested the cooperation of the society in his quest for information about the teaching of gifted children. Dr. Powell reported on new, improved registration procedures.

The accounts of the Secretary-Treasurer, Miss Mary Z. Rowland, were audited and approved.

The following slate of officers for 1959-60 was elected:

*President:* Miss Rose Bruckner

*Vice-Presidents:* Professor Vincent Colemore and Sister Constance Marie

*Secretary-Treasurer:* Professor Lawrence G. Woolley

*Delegate to the National Federation of Modern Language Teachers Associations:* Dr. Kathryn B. Hildebran

Dean Henry G. Doyle reported on the make-up and activities of the National Federation of Modern Language Teachers Associations.

Professor Edmond Tolk of Manhattan College spoke on "The Historical Responsibilities of the Teacher of Literature."

Professor George Condoyannis of St. Peter's College, Jersey City, described the functioning of the language laboratory at his institution.

LAWRENCE G. WOOLLEY  
*Secretary-Treasurer*

## John Hay Fellowships for 1960-61

Public secondary school teachers in seventeen states and the District of Columbia are invited to apply for John Hay Fellowships for a year of study in the humanities at one of six universities: California, Chicago, Columbia, Harvard, Northwestern, and Yale. Stipends are equivalent to the teacher's salary for the year of fellowship and provide tuition and round-trip transportation. Participating states for 1960-61 are: Arizona, Colorado, Connecticut, Illinois, Louisiana, Maryland, Massachusetts, Michigan, Missouri, New York, North Carolina, Ohio, Oregon, Pennsylvania, Utah, Virginia, and Washington, as well as the District of Columbia. Approximately 80 grants will be made for 1960-61.

The John Hay Fellows Program is designed to help outstanding teachers broaden their intellectual horizons through study and reflection. Fellows return with greater resources for helping their school systems to carry out imaginative and creative programs for both teachers and students.

To be eligible for candidacy, a man or woman must (1) hold a minimum of a bachelor's degree from an accredited college or university; (2) have at least five years of high school teaching experience, the most recent two of which shall have been in the present employing system; (3) be not over fifty years of age at the time application is made; (4) be a permanent instructor whose major responsibility is classroom teaching at the high school level; (5) be em-

ployed in a school or school system which is not only academically sound but which has also shown its interest in effective use of unusually good teachers; (6) be nominated by the employing Superintendent of Schools or other authorized nominating official.

Although subjects such as foreign languages, literature, history, music, and the fine arts are usually considered the humanities, nominations of teachers in other areas—especially in the social and natural sciences—will be accepted.

The John Hay Fellows Program was established in 1952 by the John Hay Whitney Foundation of New York City. In the spring of 1958, a two-year grant from the Ford Foundation not only increased the number of grants substantially but also made possible a new feature of the Program, that of summer institutes in the humanities for high

school teachers and secondary school administrators.

Twenty-four teachers of languages, this includes fifteen teachers of modern and nine teachers of classical languages, have participated in the John Hay Fellows Program since its inception. Of that number, twelve are among the Fellows currently beginning their fellowship year. Three teachers of languages were among the 56 teachers and administrators who participated in the first Summer Institute in the Humanities held at Williams College, Williamstown, Massachusetts, during the month of July.

Information and application blanks for 1960-61 Fellowships may be secured by writing to Dr. Charles R. Keller, Director, John Hay Fellows Program, 9 Rockefeller Plaza, New York City, New York. Applications close on December 1, 1959.

### *U. S. Tourist Total Skyrockets in France*

The French Government Tourist Office has announced that the number of American tourists visiting France continues to gain, according to statistics compiled for the period January-March, 1959.

A report covering American tourists in both Paris and on the Riviera shows that Paris welcomed a total of 53,652 U. S. visitors as against 41,716 for the corresponding period of 1958, a percentage rise of 28.6.

For the French Riviera, U. S. and Canadian citizens were counted as a single unit, and registered an increase of 13.3% over the previous year, with 7,469 travelers for 1959, compared to 6,591 for 1958.

The total number of tourists in Paris from all countries was 281,172 in 1959, and 197,701 during the 1958 winter season. For the Riviera, the figures were 180,000 and 165,573.

### *200th Anniversary of Friedrich Schiller*

The impending commemoration of the 200th anniversary year of Friedrich Schiller (1759-1959) is one of the major events of this year in the world of literature. The anniversary of the birth of this great writer and poet (in Marbach, So. Germany, November 10, 1759) will be fittingly observed in all Western Germany, and particularly in Stuttgart, where he resided for some years. Several exhibitions of Schiller mementos, festivals and literary presentations are being planned, and during the year all of Schiller's dramas and plays will be performed at the State Opera House in Stuttgart and in the theaters of other German cities.

Of all the dramas which Schiller wrote, none reached the popular and human appeal than did the great historic play of "Wilhelm Tell," whose locale was in the mountainous region of the Canton Uri (Tell's Country) and on the lovely shores of Lake Lucerne in Central Switzerland. A visit to this most interesting region, whether with a touring group, or traveling independently or with a congenial group of students and friends, and calling at some of the old historic and scenic places, so wonderfully and vividly described in the "Wilhelm Tell" play, is a thrilling experience, a literary adventure, giving a lasting impression of pleasant remembrance.

### *Foreign Languages in Georgia*

The study of foreign languages—including Latin—has almost doubled in Georgia high schools in the past year. Besides that, many children in the elementary grades are studying foreign languages.

The school year just closed had 32,848 students enrolled in high school classes in French 12,990, Latin 11,910, Spanish 7,917, and German 31. The 1957-58 school year had only 18,462 students enrolled in these courses, distributed like this: French 5,642, Latin 7,608, Spanish 5,092 and, German 120. During the last year, students of French have more than doubled in number, and students of Latin and Spanish have had a sharp rise. Only German has decreased.

There has also been some interest indicated in Russian, but that program has not yet had an opportunity to get under way.

There is an immense interest, too, in starting language programs in the elementary schools now. Georgia school systems that are teaching classes in foreign languages, include Atlanta, Gainesville, Savannah, Thomasville, Trion, Coffee County, Muscogee County, Americus, Bulloch County, and Baldwin County. Other systems that are looking toward the development of such programs include Telfair, Gilmer, Fitzgerald, Bartow County, Hogansville, and Screven County.

## Book Reviews

GEORGIN, R. *La Prose contemporaine*. Paris: André Bonne, 1956, pp. 352. Fr. 780.

M. GeorGIN se propose, dans cet ouvrage, de montrer au grand public—et aux jeunes écrivains—non pas comment il faut écrire, mais comment écrivent les prosateurs contemporains. Pour la commodité de l'exposé l'ouvrage est divisé en trois parties: Vocabulaire (17-56), Grammaire (57-104), Style (105-301). A la fin de l'ouvrage l'auteur a ajouté quelques 'portraits' stylistiques de prosateurs marquants d'hier et d'aujourd'hui.

Les deux premières parties de l'ouvrage sont franchement normatives: M.G. admet la nécessité de créer et d'adopter des mots nouveaux dans une société dont la vie devient de plus en plus complexe; il en dénonce toutefois la prolifération excessive et la mauvaise formation et se montre fort sévère pour les *impropriétés*, les *barbarismes* et les *mots clinquants*.

L'afflux massif de nouveaux éléments lexicaux *émotionne* (que l'on me permette ce barbarisme), ces jours-ci, les défenseurs de la plus belle et de la plus précise des langues. Quoi que fassent ou disent les puristes il est impossible, même sous la Cinquième République, de contrecarrer l'influence culturelle d'outre-Atlantique, d'éliminer la mode et le snobisme linguistique du jour ou d'employer un mot dans le sens que lui donnaient les Grands Classiques.

Tout comme les plus humbles des mortels, nos prosateurs commettent de nombreuses '*fautes*' de grammaire: certains négligent l'accord du participe passé avec *avoir*, d'autres n'obéissent plus aux traditions, parfois illogiques et contradictoires, qui régissent les constructions négatives (leur péché grammatical va jusqu'à l'omission du *ne*), d'autres encore ignorent le genre de certains mots comme: rancise, m.; topaze, f.; antidote, m.; ténèbre, m.; alcool, m.

M.G. s'étonne aussi que les écrivains de métier ne maîtrisent plus d'instinct le maniement du subjonctif et la concordance des temps ou que, s'ils connaissent l'usage, ils en fassent fi. Plutôt que de dresser un réquisitoire contre les prosateurs contemporains, M.G. ne devrait-il pas conclure de leurs *fautes* et *inadvertances*, que la tâche de la grammaire descriptive n'est point de défendre l'usage des siècles révolus mais de codifier celui d'aujourd'hui?

Ce n'est que lorsqu'il aborde la description des procédés stylistiques que M.G. atteint le but qu'il se propose. Au lieu de faire défiler devant nous les figures rébarbatives de la rhétorique classique, synecdoque, hypostase, etc., il nous offre un échantillonnage varié de procédés d'ordre phonologique et syntaxique amplement illustré par de copieuses et longues citations. Car tout jugement esthétique doit se rapporter au texte: "il faut montrer pour démontrer." Les critiques littéraires négligent trop les procédés stylistiques conscients tels que les répétitions, les symétries, les chiasmes, etc. et se limitent aux observations subjectives qui

portent sur le contenu, le sens plutôt que sur la forme et l'expression. Aussi saura-t-on gré à M.G. de son long chapitre sur le *rythme* (174-198) et l'*ordre des mots* (153-173).

Il est à souhaiter que le professeur de français (composition et stylistique) fasse bon emploi de ce guide à la prose contemporaine. Si nous reprochons à l'auteur de pencher vers le purisme, nous admettons du moins que c'est un purisme tolérant. Les *fautes de français* et les *infamies* dont sont responsables nos meilleurs auteurs devraient prouver que pour être langue littéraire, le français est aussi une langue parlée, et partant, en constante évolution. Ajoutons que M.G., rejetant la lourdeur et le pédantisme des grammairiens de profession, s'exprime dans le style clair et agréable de l'honnête homme.

ALBERT VALDMAN

Foreign Service Institute  
Department of State

HOCKING, ELTON and CARRIÈRE, JOSEPH M., *Reading French. An Intensive Review*. New York: Rinehart and Company, 1958, pp. 111+xl.

Two decades ago, the authors published *Transition to Reading and Writing French*, a textbook which apparently has withstood the test of time. It consisted of two distinct parts; one designed to teach the grammar of reading, the other to teach the grammar of writing. The writing part cannot be used without reference to the reading part, but the latter can be used by itself. Doubtless many teachers of certain classes have used the reading part only, as I have. The disadvantages are obvious. Rinehart has now brought out the reading part by itself in soft covers. Nothing has been changed, except the Preface which is now a Note to the Student.

In the earlier book, the authors had hoped to "encourage" the student "to think in French." Thinking in French is a big order. This book is not conducive to thinking in French, and that is not an adverse criticism on my part. It is perfectly honorable to want to learn to read French without the illusion that one is actually thinking in French. Fortunately *Reading French* drops references to thinking in French and describes its purpose very realistically. The method capitalizes on the student's knowledge of English, on cognates, warns very carefully against false cognates, and is "strictly limited to the things you need to know in order to read French understandingly."

While it is true that the "emphasis is on understanding," my experience has been that much more sheer memory work is involved than simply learning the "150 very high-frequency words and phrases listed on the endpapers." For many students, *any* verb form requires a great effort of memorization.

Having used this material over a period of ten years and almost yearly, I would say it is admirably suited to students who know some English grammar, can read English fairly well, and can see analogies. Usually, the more intelligent the student is, the better this text suits him. It is designed for teachers and students who are still old-fashioned enough, or are placed in circumstances requiring them, to want to learn by using their heads and to whom grammar and translation are not dirty words.

The cover designer has pointed Mr. Carrière's accent in the wrong direction. Another startling blemish is found on pages 14 and 39, where the reader is sent to pages 165-169 of a book which has only 111 pages. More care was needed in separating "Reading" from "Writing." There are two errors for which the authors are responsible. On p. 42, items A 10 and 11, the past participle should not show feminine agreement, *Je ne m'en serai pas encore servie* and *Je ne m'en serais pas servie*. An example on p. 64 must have baffled students, and some teachers, for years: *Laissez-le lui faire* for *Let him do it*. Surely this could have been corrected long ago.

EDWARD HARVEY

Kenyon College

CANTARELLA, MICHELE, *The Italian Heritage*. New York: Henry Holt and Company, 1959, pp. xv+364.

The aim of this anthology—which is actually more than an anthology—is to attempt to fill the long felt need, as Professor Cantarella states in the preface, to introduce the study of Italian civilization at a relatively early stage of the teaching of Italian.

Prof. Cantarella offers writings selected from among representative Italian authors throughout the ages. Without neglecting to introduce the greatest poets, such as Dante, Petrarch, Ariosto, and Leopardi, Prof. Cantarella, quite rightly, focuses on a wide variety of writings from the works of great prose writers, such as Boccaccio, Machiavelli, Castiglione, Cellini, Galilei, Manzoni, and Verga. There are also selections from the works of thinkers, discoverers, and artists, such as Marco Polo, Leonardo da Vinci, Columbus, Vespucci, Beccaria, Mazzini, Garibaldi, Verdi, and Marconi. The development of the Italian theatre is suggested with the presentation of Jacopone's *Pianto della Madonna*; Politian's *La favola d'Orfeo*; excerpts from a treatise on the Commedia dell'Arte and from the *scenario* of one of these plays; scenes from Metastasio's *Didone abbandonata*, and from Pirandello's *Sei personaggi in cerca d'autore*. Pages from da Porto's *Romeo e Giulietta* and from Giral di Cintio's *Il moro di Venezia*, Saint Francis' *Cantico delle creature*, and Croce's appeal to the Allies at the end of the Second World War complete the anthology.

The subject matter is varied and interesting. It serves to suggest some of the contributions that Italy has made to the development of Western civilization and to highlight some of the characteristics which are peculiarly Italian.

Each selection is preceded by an introduction in English which provides the student with the basic information required for an intelligent reading of the text. The subject matter is organized in seven sections, the first covering the Middle Ages and the rest covering each a century. Start-

ing with the Quattrocento, each century is introduced by a chapter in English which synthesizes the period in its historical and cultural aspects. These introductions are concise, carefully thought out, and presented with great clarity. Occasionally there are inaccuracies which mar the presentation. For instance, on p. 292 it is stated that Verga wrote his two great novels while "the mass of the reading public was still under the spell of D'Annunzio," which is rather surprising since *I Malavoglia* was published in 1881 and *Mastro Don Gesualdo* in 1888. D'Annunzio's earliest prose work, *Terra Vergine*, was published in 1882 and his first novel, *Il piacere*, in 1889. This statement is even more surprising when we read on p. 312 that Pirandello "like Verga . . . was ahead of his time." On p. 252 there is, probably, a printing error. In speaking of Leopardi, the text reads: "No less fortunate than his life was the fate of his mortal remains . . .," instead of "unfortunate." On p. 334 the date of Croce's death is given as November 2, instead of 20; on p. 110 it is stated that Piero dei Medici, instead of Giovanni, became Leo X.

These inaccuracies are regrettable, but slight in comparison with the positive value of the work, whose worth is enhanced by the marginal vocabulary and notes, which should make the reading on the part of students not only easier, but enjoyable. The anthology is followed by exercises and a vocabulary of recurring words and phrases not translated in the margin. Last, but not least, the volume is handsomely illustrated and beautifully printed.

This reviewer, as a teacher and a prospective user of the book, would find it more practical were the anthology printed in two volumes. This reviewer would use the second half of the anthology at the end of the first year of college Italian, and the first as part of the reading for the second year.

Professor Cantarella and Henry Holt and Co. should be congratulated for the thought and care with which they have prepared this book.

GRAZIA AVITABILE

Wellesley College

CUNNINGHAM, A. F., *Science Students' Guide to the German Language*. London: Oxford University Press, 1958, pp. xiii+186. \$2.00.

In this book, the author presents her own teaching method as it has evolved over the years. The present reviewer fears that Miss Cunningham's approach differs too radically from methods in use in this country to find wide appeal in our profession.

The difference is most evident in the grammar section. The cases are presented in the order: N.-A.-G.-D., which is neither the traditional approach nor based on the frequency count. The classification of strong verbs is unique, being partly based on the infinitive stem vowel (e.g. Class I: i-a-u; i-a-o; i-a-e), and in part on the Ablaut grouping (e.g. Class III: ie-o-o; ü- or ö-o-o; e-o-o). In all, the author arrives at a total of 14 sub-classes, which are in no way an improvement over either the traditional Ablaut listings or a straight alphabetical list. Hair-splitting differences between *gesalzen* and *gesalzt*, *gespalten* and *gespalte*, as explicitly pointed out in this grammar, are a waste of time and in-



deed even ignored in modern dictionaries. Perhaps the most exasperating confusion—from the American point of view—prevails in the section on the plural of nouns. To be sure, what is referred to as “1st declension” agrees in essence to what we customarily call “Class 1 nouns;” but with the “2nd declension,” confusion begins: it contains “weak masculine nouns ending in -e or which at one time ended in -e” plus masculine foreign nouns . . . ,” in other words, what we are wont to call weak masculine nouns or masculines of Class 4. The third declension, according to the author, contains our masculine nouns of Class 2 (plurals in -e), but also, as exceptions, masculine nouns that form their plurals in -er and -en. The fourth declension is devoted to most feminine nouns with plurals in -n or -en; those ending in -e are added to this declension as exceptions. The fifth declension includes neuters forming their plurals in -er, in -e, and, as exceptions, neuters adding -n or -en to form their plurals.—Apart from these basic deterrents, the grammar abounds in such startling statements as “reflexive verbs may be either strong or weak” (p. 80), “An inseparable prefix is not to be regarded as a sign of a weak verb” (p. 19), “The verbs ‘können,’ ‘dürfen,’ ‘mögen,’ and ‘müssen’ drop the Umlaut in order to avoid confusion with the past subjunctive” (p. 89). *Erstens* and *zweitens* are listed among the superlatives. Various faulty cross-references lead to nowhere.

The author states in the introduction that in the Grammar Section she only “used carefully chosen sentences from current scientific writings,” as she objects to isolated sentences conveying “the impression of having been composed by the author.” Unfortunately, the present reviewer doubts that sentences such as “Ich sah letzten Freitag den berühmten Kernphysiker mit einer Gruppe Studenten im Theater” (illustrating word order), “Wir werden die Kiste nicht aufmachen können” (illustrating the position of *nicht*), “Ich schnitt mir gestern die Haare ab” (illustrating the reflexive), or “Wen die Götter hassen, (den) strafen sie mit Hochmut” (illustrating “interrogative pronouns” used as relatives) stem from current scientific writings.

Reading selections, taken from German publications, average about one page in length; approximately ten pages are devoted to each of the following subjects: chemistry, geography, geology, mathematics, engineering, bacteriology, and physics. The biological sciences and medical material seem to have received short shrift. Relatively few misprints were noted in a rapid perusal of the reading selections. The author has provided neither footnotes nor a vocabulary, as she is of the opinion that the former “are mainly used by the student as a substitute for thought, while the latter merely postpones his learning to handle a dictionary effectively.” There are, however, a few helpful “hints on the use of the dictionary.”

KARL-HEINZ PLANITZ

Wabash College  
Crawfordsville, Indiana

*Foundation Course in German.* CONRAD P. HOMBERGER and JOHN F. EBELKE. Boston: D. C. Heath and Co., 1958, x+430 pp.

*Foundation Course in German* offers a new approach to

the first-year course. Professors Homberger and Ebelke have profited from modern linguistic theory, and have attempted to make the study of German an experience, rather than an exercise in memorization. The result is a stimulating and handsome book that should please both teachers and students.

After a long and detailed introduction to “German Pronunciation and Spelling,” the authors take up the forms and structure of the German language in twenty-five lessons. Although some of these lessons are rather long, the teacher can shorten them to suit his particular situation by eliminating some of the optional material. What is most important is that the obvious, but common fault of many textbooks, namely, of having too many lessons or subdivisions, has been avoided. This is a book that will easily fit the usual one-year course or the more intensive semester course.

*Foundation Course in German* is not an entirely unconventional grammar, of course. Each lesson begins with a German text, followed by a vocabulary, explanations of the grammar, and exercises. The exercises are of both the fill-in and oral type, and enough of them have been included at the end of each lesson to permit the teacher considerable freedom of choice. The four review lessons contain additional exercises.

The sections on the grammar are clear and detailed, without being pedantic. Sometimes the desire to give adequate attention to colloquial usage leads the authors to go beyond the details usually considered necessary for the first-year student, so that in discussing the use of *nicht wahr* (p. 34), for example, they feel compelled to throw in the South German forms *gelt* and *gel*. On the other hand, they are often imaginative and ingenious, and many an instructor who is tired of drawing free-hand diagrams on the blackboard will be delighted to see the excellent illustrations that accompany the explanation of the uses of German prepositions (p. 148).

The vocabularies are arranged around themes and subjects, rather than at random. This has made it possible to introduce idioms and families of words at a much earlier stage than is usually possible in first-year grammars. The authors have also made it very easy for the student to see the relationship between words and to learn them by association. Although the lists of new words are sometimes rather long, the system of selecting a minimum vocabulary by marking some words with an asterisk prevents the vocabularies from becoming burdensome for the student.

The authors have written an original German text for each lesson and have attempted to present their material in a colloquial and conversational tone. While they have thus avoided the kind of stuffy material and traditional anecdotes that frequently dull the appetite of the beginning student, it is not certain that their own attempts at literary creation are entirely successful. Since the writer of a first-year textbook is always faced by the problem of presenting ideas mature enough for college students within the confines of a highly limited vocabulary and an artificially simplified sentence structure, it is questionable whether the texts in a first-year book can really ever be any more than innocuous.

Obviously a great deal of thought and effort have gone

into the making of this book, and it has much to offer. It is really different and it is really new. Every teacher who is tired of the conventional grammar will welcome it. This is an excellent example of modern textbook publishing, too. The text is well printed, and it is enlivened by numerous and excellent photographs, which give the student a stimulating view of German culture. Both the authors and their publisher are to be congratulated.

SEYMOUR L. FLAXMAN

New York University

KADIĆ, ANTE, *Croatian Reader*. University of California Syllabus Series, No. 361, Berkeley, 1957, pp. v+212. \$2.50.

This work is another sturdy step in our academic *Drang nach Osten* or, perhaps more exactly, *Drang nach den Slaven*. On the first page of his preface Professor Kadić promises to take us even farther, culturally and geographically, to the East in his *Serbian Reader*, which will be published at a later date.

In this most welcome *Croatian Reader* Kadić devotes the first few pages (I-V) to establishing the rationale for his "reader-anthology" and to describing its contents, which are grouped in four distinct parts. Part I (pp. 3-40) contains simple folk tales, proverbs, a listing of Croatian first names, selections from the New Testament, and the two folk poems, *Ropstvo Janković Stojana* and *Hasanaginica*. Part II (pp. 42-94) offers prose selections from contemporary Croatian writers, while Part III (pp. 96-130) contains selections of poetry written by contemporary or recent Croatian poets, both in Yugoslavia and in the emigration, though the 19th century classics, *Putnik* by Preradović and *Smrt Smail-AGE Čengića* by Mazuranić, are also included; this latter part has, for reasons which are not clear to me, some translations of the poems of Whitman and Poe by the Croatian poet, Tin Ujević. Part IV (pp. 132-147) is divided into two sections, the first one being devoted to selections in the *ža* and *kaj* dialects, the second presenting the works of Croatian writers of earlier centuries (Reljković, Gundulić, Baraković, Hektorović, Čubranović, Držić, Marulić). These impressive contents are supplemented by a Croatian-English vocabulary (pp. 149-209) and an Index (pp. 210-212).

In the face of this bountiful offering of Croatian texts and in view of the exceedingly modest price (\$2.50), it would be most difficult, if not impossible, for a reviewer to have any but the most favorable impression of this work. Thus, my observations below are all of a minor character.

Pedagogically, I feel that a *Serbo-Croatian Reader* would have been more useful at this time for students of this important South Slavic language. But, if Kadić's promised *Serbian Reader* appears soon at the same low price, I shall gladly withdraw this stricture. Again from considerations of pedagogy, I think that there is simply too much poetry in this book, since some 55 out of the total 147 pages of text are devoted to poetry selections.

The format of the book is pleasing, prose texts are double-spaced to help the beginner, and the mimeographing process has been successful, save for a few almost illegible pages (e.g. 176, 185). The typographical mistakes which I noticed are mostly in English and would not trouble an

American student. Kadić's statement (p. 132) that Croats do not use the ekavian dialect is not accurate, as a glance at the ekavian forms on page 135 (*dete, cele*) and page 136 (BELI MOST) will show. Kadić has succeeded in subjecting his Croatian patriotism to objective scholarship, though his remark about Kikić (p. 74) represents an amusing lapse: "In this story, written by a prominent Croatian Moslem writer from Bosnia, one encounters too many words and expressions more typical of Serbian and Croatian speech!"

With this book Kadić has made a basic contribution to Slavic studies in America. We should, I think, be grateful both to Kadić and to the University of California which is imaginative enough to support the work of this capable young scholar in a Slavic (non-Russian!) field.

THOMAS F. MAGNER

Pennsylvania State University

V. K. MÜLLER (Compiler), *Anglo-Russkii Slovar (English-Russian Dictionary)*, New York, E. P. Dutton and Co., Inc., 6th ed., revised, 1959, 699 pp.

This represents the sixth edition of the late Professor V. K. Müller's dictionary, which was published for the first time in 1943. The overall editing of the present work was performed by Dotsent E. B. Cherkaskaya, chairman of the English language translating department of the Moscow State Pedagogical Institute of Foreign Languages, with the participation of the faculty of that department.

Use is made of the International Phonetic Association transcription of the English words, with the standard educated British pronunciation being given throughout. Spelling follows the 1944 *Concise Oxford Dictionary of Current English*, although American orthographic variants (such as *honor* instead of *honour*) are also furnished.

A page of instructions are given to explain the use of the dictionary, and the of symbols followed, which appear to be practical and easy to follow. A list of geographical names is included, which comprises names of such new states as Indonesia. In listing Soviet places, it would have been helpful to have included traditional as well as official spellings. For example, after *Tbilisi* it would have been good to note *Tiflis*, by which that Georgian capital is still widely known. A list of personal names and nicknames is also included, which is somewhat on the brief side. Nineteen pages of American and British abbreviations enhance the value of the work, and the lexicographers do not fail to note such phenomena as the variant meanings of M.P., which in Britain stands for "Member of Parliament" and in the United States, for "Military police."

A spot examination of entries produces a favorable impression. The Soviet lexicographers, who list their sources in the introduction, have apparently worked very hard at listing significant shades of meaning in the usage of the 60,000 or so lexical items included. Under the listing *fire*, for example, almost half a column of entries are noted, including the American colloquial denotation of this as a verb, in the sense of "to dismiss." From all indications, the work is free from such monstrosities as "Gazooks" and similar items which clutter so many dictionaries and which have all but gone out of usage. The reviewer is of course

treating this work as a reference work on the standard modern colloquial idiom, and not as a lexicon for the reading of English classical literature.

According to the publishers, a great number of new terms in the rapidly developing scientific-technological fields, as well as in the social sciences have been added. Accordingly, one has no trouble in finding such items as "jet propulsion" and its Russian equivalent, although one fails to find "nose cone," "beep" and other terms of the new post-Sputnik era. Nor apparently was there time for the lexicographers to include the very word "Sputnik" (except as a Russian entry after *satellite*) which has made its way into virtually all leading world tongues. One fails also to find such items as *tape recorder*, *deep-freeze*, and the like. Nevertheless, such neologisms as *motel* (rendered as "gostinitsa dlya puteshestvuyushchikh na avtomobilyakh" or "hotel for those traveling by auto") are, one is glad to note, given, as are the equivalents of "television," "television," "to telecast," and the like. Modern standard scientific-technological specialized lexical items appear to be well represented.

In the political-social categories one notes the inclusion of important basic concepts, such as the equivalents for "deviation," "poll tax," "surplus," and the like, but misses such items as "cult of personality," which would be useful for American students using the dictionary for composition from English to Russian, as an increasing number will probably be doing. But it must be remembered that this has after all been prepared originally for Soviet users.

The type has been reset and in general is clear and not too small.

Everything considered, this dictionary together with the revised Smirnitsky Russian-English Dictionary, discussed by the reviewer in another issue of the *MLJ*, are still the most useful lexicographical guides available in English.

At the same time, this also means that, unfortunately little is being done by American Slavists in the lexicographical field to prepare dictionaries which correspond more precisely to American needs, and which embody some of the implications of modern linguistic science. Is it not time that something be done about it, and that enterprising scholars, perhaps planning to work in teams, apply for Foundation grants to carry out some of this much-needed lexical work? Meanwhile, the present work is both usable and useful.

JACOB ORNSTEIN

U. S. Dept. of Agriculture,  
Graduate School, Washington 25, D.C.

*Anglistische Studien. Festschrift zum 70. Geburtstag von Professor Friedrich Wild.* Gesammelt und herausgegeben von Karl Brunner, Herbert Koziol, Siegfried Korninger. (Wiener Beiträge zur englischen Philologie, begründet von weiland J. Schipper und fortgesetzt von weiland K. Luick, Bd. LXVI.) Wien und Stuttgart: Wilhelm Braumüller Universitäts-Verlagsbuchhandlung, 1958, x+249 pp.

The University of Vienna and the two other Austrian universities at Innsbruck and Graz have long been im-

portant centers for the study of the English language and its literature. The cover page of the number of the *Wiener Beiträge zur englischen Philologie* under review here contains a few of the illustrious names, past and present, connected with English research in Austria—J. Schipper, K. Luick, Karl Brunner, Herbert Koziol, Siegfried Korninger, as well as the scholar in honor of whose seventieth birthday the studies of the volume were assembled, Professor Friedrich Wild of the University of Vienna, editor of the *Wiener Beiträge* series since 1930. Professor Wild's work as a teacher, literary historian, and English philologist has been of considerable importance. His influence, to judge only from the list of countries represented by the eighteen contributors to this congratulatory volume, stretches from Austria, to Germany, Switzerland, Holland, England, the United States, and Australia.

Reflecting Professor Wild's interests, the subject range of the Festschrift is broad. About half of the contributors deal with English literary problems extending from the twentieth back to the sixteenth century. Herbert Foltinek treats allusions to primitive ritual and belief in some of the early poems of T. S. Eliot (pp. 27-38); Edith Raybould re-examines the importance of the Man with Three Staves in the structure of *The Waste Land* (pp. 170-78). Franz Stanzel compares and contrasts the views of G. M. Hopkins, W. B. Yeats, and D. H. Lawrence as to the nature of the creative process (pp. 179-93). Melville's *The Bell-Tower* and its literary antecedents are analyzed by Harro H. Kühnelt (pp. 139-57). Siegfried Korninger contends that Wycherly's *The County Wife* postdates his *The Plain Dealer* and is the more artistically developed criticism of Restoration society (pp. 110-26). Two of the studies are concerned with the travels of English literary figures on the Continent, including Austria: Karl Brunner treats Addison's 1699-1703 travels in France, Italy, Switzerland, and Austria, especially the Tyrol (pp. 14-26); R. W. Zandvoort writes about Sidney's 1573-75 journeys in central Europe from Vienna as a base (pp. 227-45).

Problems in literary translation are the subject of two papers. Karl Hammerle finds that subsequent German translators of the Pyramus episode of *A Midsummer-Night's Dream* have continued in the direction taken by Wieland which obliterates Shakespeare's intended satire on the language of Spencer (pp. 52-66). On the hand of Lowe-Porter translations of Mann, E. Koch-Emmery discusses difficulties in the translation from German to English and sees that especially the bracket-like arrangement of the German clause dependant upon intonation offers problems of reproduction in English (pp. 102-9).

Six papers deal with the English language and its history. Examples of selected Modern English habits of word formation are brought together by Herbert Koziol and Otto Hietsch in a paper each. Koziol examines American formations from the *DA* such as *Jack-in-the-pulpit*, *fifty-four forty*, *razzle-dazzle* and draws attention to the importance of politics for the development of new expressions in American English (pp. 127-38). Hietsch treats the current popularity of formative affixes such as *auto-*, *de-*, *-ese*, *-nik* (pp. 81-101). Items of "action" and "reaction" from the vocabulary of American stockmarket reports are gathered by Julius Wirl (pp. 209-26). Helmut Haschka establishes the Dutch



*actie* as the etymon for the English seventeenth and eighteenth century *action* "share" and also for the corresponding French form (pp. 67-80). A Forschungsbericht in the field of Old English word geography is given by Otto Funke (pp. 39-51). In a study important for its statements of methodology as well as for its statements of result, Herbert Penzl reconstructs the prehistory of West Saxon  $\bar{a}$ : Pre-Old English  $\bar{a}$  allophones of West Germanic / $\bar{a}$ / became the phoneme / $\bar{a}$ / upon the development of West Germanic /ai/ into Pre-Old English / $\bar{a}$ / (pp. 159-69).

Karl Baschiera reports on the teaching of English in British and American secondary schools (pp. 5-13). Helmut Aiger applies communication theory to the description of the speech sound (pp. 1-4).

The volume opens with a *tabula gratulatoria* (pp. v-viii) and closes with a chronological list of Professor Wild's publications, excluding reviews and translations (pp. 246-49).

B. J. KOEKKOEK

University of Buffalo

*Benjamin Franklin and Italy*, ANTONIO PACE, The American Philosophical Society, Philadelphia, 1958.

Although Benjamin Franklin never visited Italy, the impact of Italy on Franklin was profound; even more profound was the impact of Franklin on Italy. He had his greatest Italian vogue in the late-eighteenth century and the first three-quarters of the nineteenth century. Italian translations of his work went through many printings, medallions were struck in his honor, and during his lifetime Italian intellectuals vied for the prestige that accompanied public recognition by the American savant. As the inventor of the lightning rod, the glass harmonica, the Franklin stove, and as a curious investigator of many branches of science, politics and morality, he was admired as a natural genius, who illustrated the westward flux of civilization, who demonstrated the triumph of Galileo-Newtonian over Cartesian science, and who vindicated the struggle for political independence.

The Franklin fortune in Italy went through several stages. First, there was Franklin the scientist, who became a household word in late-eighteenth century Italy and whose experiments in electricity inspired the scientific careers of Giambattista Beccaria and his more famous pupil Alessandro Volta. Next there was Franklin the statesman, father of American independence, who was looked on with some apprehension by the sovereigns of the decadent Italian states, but who in the early and middle nineteenth century became for Italian reformers the symbol of revolution and unification. Overlapping the career of the statesman and continuing longer was the fame of Franklin the moralist, whose bourgeois ethic of thrift, sobriety and hard work, as expressed in *Poor Richard* and the *Autobiography*, helped inspire the Italian middle class in their rebellion against a lingering social stasis induced by the twin despotisms of medieval Catholicism and hereditary aristocracy; the colonial printer who rose from poor apprentice to wealthy entrepreneur became the model for the business

virtues underlying capitalistic enterprise. Still later, the same works (*Poor Richard* and the *Autobiography*) furnished inspiration for the workers' revolution of the early twentieth century, and in recent years Franklin's zeal for independence served, though in a small way compared to his earlier fame, as a support for anti-fascism.

Antonio Pace is Professor of Romance Languages at Syracuse University. His book is a solid contribution to the growing body of literature testifying to the impact of American civilization upon Western Europe. It is a work of impressive scholarship, with copious notes, an appendix of original documents in several languages, and a bibliography of Italian Frankliniana. Making no bid for a popular audience, the style is turgid but adequate, presupposing a scholarly interest.

LYLE GLAZIER

University of Buffalo

ERIC PARTRIDGE, *A Short Etymological Dictionary of Modern English Origins*, The MacMillan Co., New York, 1958, Price \$16.00. Pp. xviii+970.

This work is not merely a dictionary, or even an etymological dictionary. It is the sort of thing that English has hitherto lacked, and that is best exemplified by H. Stappers, *Dictionnaire synoptique d'étymologie française* (Larousse, Paris, 9th ed.).

Only about 12,000 main entries appear, representing the commonest words in the English language; with sub-entries the number rises to about 20,000, but even this is relatively small in relation to the length of the work, which approximates 1000 pages.

The words, however, are arranged by etymological origin and traced back not merely to Latin, Greek or Anglo-Saxon, but to general Indo-European roots. This means, for instance, that under *full* we find all derivatives (*fulsome*, *fulness*) and verbal variants (*fill*, *fulfill*), with a history of each, and forms in related Germanic languages. We also find a reference to the Latin and Greek cognates (*plenus* and *pleres*) of the Germanic *full*, and when we turn to these we are given the complete list of derivatives (*plenty*, *accomplish*, *complete*, *compliment*, *expletive*, *plethoric*, *pleonasm*, etc.) with their individual histories and, of course, a cross-reference to the Germanic *full*. This permits the reader to draw up for himself a complete picture of all the ramifications of the *full* root that appear in the English language.

Or let us take the root from which we get *police*, *politics*, *policy*, the *-polis* of *Acropolis* and *cosmopolis*. Here, in addition to the special histories of these words, we are also reminded of the Indo-Iranian cognate, the *pur* that appears in place-names like Cawnpore or Singapore.

One could, perhaps, carry the story farther and link the *full* root with the *polis* root, as is done by J. Pokorny (*Indogermanisches Etymologisches Wörterbuch*, Francke, Bern, 1951-1959), ultimately including under the same heading such seemingly unrelated words as *plebeian*, *folk*, the *poly-* of *polygamy*, *plus*, *plural*, *polemic*, *feel*, and even the German *viel* and the Slavic *polny*. But that would per-



haps be carrying the process too far for purposes of ordinary English etymology. It would also lead us into connections that are not one hundred per cent certain.

Even as it stands, Partridge's *Dictionary* places, in proper juxtaposition, the Latin *reg-* and its numerous derivatives (*rex, regal, royal, regiment, rector, regular, reign, correct, adroit, dress*, etc.); the Germanic *Reich, rix-dollar, right and rich*; the Indo-Iranian *raj, raja and rani*; and even such stray forms as the Portuguese *reis* and the Near Eastern *rial*, thereby giving the reader a hitherto unwonted insight into word-families and their subdivisions.

All this is done with Partridge's customary thoroughness and precision. The professional etymologist will, of course, find a number of disputable points concerning which there are various possible interpretations. It is our impression, however, that these have been held to a minimum.

The usefulness of this volume as a work of handy reference for the English teacher or scholar can hardly be overestimated. In some ways, teachers of modern foreign languages and classical languages will find it even more useful, since it will permit them to establish quickly and with assurance the necessary links of relationship and derivation between the English their students speak and the language (be it Latin, Greek, German, French, Spanish, or even Russian or Hindi) which they are endeavoring to impart.

MARIO PEI

Columbia University

LEONARD COVELLO (with GUIDO D'AGOSTINO), *The Heart is the Teacher*. New York, McGraw-Hill Book Co., Inc., 1958. 276 pp., \$4.75.

This is not the Daniel Horatio Alger story. Too often has America been portrayed by those whose measure of success is a bushel of gold and the glow of notoriety.

That Leonard Covello was a poor immigrant, that he was forced to do all sorts of menial jobs to support himself and aid his family, are bits of interesting information with which we may paint a background, but we must not mistake it for the tapestry of the man's personality.

Nor are the honors conferred upon Covello matters to gloat over, for the honors the world accords us are barbed and should be handled with extreme caution, and nothing is so expensive as a futile honor.

The cardinal fact in Leonard Covello's life is that he has emerged as a man who has been able to distill from his experiences a vast understanding translated into the love of fellow-beings, and in particular the love of the young—those who are often hurt by their families, hurt by their surroundings, hurt by the very nature of youth, whose childish dreams lie shattered by the inexorable realities of life.

The title of the biography—"The Heart is the Teacher"—is an instinctive personal projection—the heart—*ecco l'uomo!*

The book has as its chief locale (which Covello portrays nostalgically, even though often it was harsh and gloomy) the half mile radius of 116th Street and the East River—the Jefferson Park neighborhood—where he settled upon his arrival with his family, from the poverty-stricken Sicilian mountain town of Avigliano. He lived and worked for the greater part of his career as teacher and principal.

Education for Covello did not mean only the training to express eloquently one's prejudices, but to unteach the evil of prejudice, the evil of hate, the evil of cruelty. How well he succeeded is attested by the fact that to generations of students he was "Pop Covello." The teacher is traditionally "in loco parentis," and Covello often played that difficult role far better than those many of his students had to live with.

The school was Leonard Covello's home. And the good gardener that he is, he knew that he who wishes to gather fruit wholesome and sweet must tend the tree and pluck the weeds. He became, therefore, as familiar in the homes of the neighborhood as he was to the pupils in the classrooms. And often he was able to bring about reconciliation and peace in the family. He united parent to child and defended both before the courts with a vigor unequalled because it had its root in his own bitter experiences. He had the courage and the passion to prove to the world that good is so often smothered in the mud and stench of untoward circumstances. And who shall know how many a one he has saved from misery and disgrace.

Leonard Covello would not accept the dictum impressed upon him both in Sicily and in East Harlem, that the student must suffer to learn—(*Lo studente deve soffrire*). No! It was not imperative for one to suffer. On the contrary, pleasure must accompany the process of learning. There was joy in knowledge and joy in the pursuit of knowledge.

He made Benjamin Franklin High School, where he was principal for nearly a quarter of a century, a community school, carrying education into the neighboring communities. How inspiring to all those who teach and to those who benefit by teaching (all citizens, that is) to read in "The Heart Is the Teacher" how this man labored to improve intercultural relations! There are anecdotes and character sketches. There are case histories. There are profound observations of educational thought worth pondering about.

"A child cannot be left to his own devices. He must have discipline, must be given responsibilities. . . . Hard work, especially in cooperation with his fellows, provides a growing boy with a feeling of accomplishment, recognition, acceptance. . . . There is no quick road to manhood. . . . A sense of duty must be acquired. A boy and a girl must be taught how to contribute to the society in which they live. . . ."

Leonard Covello is an idealist with his feet firmly planted on the earth. His book is readable, written in a candid, engaging and moving style, free from the gobbledygook and pedagogue, the bane of modern educational literature. It has a quality of social commentary and is therefore, at times, stirring writing.

"In these pages," Covello says, "I have tried to show . . . how I ultimately came to realize how the heart and the mind, not only of the individual but of his whole com-

munity, are involved in the education process. . . . Half a century as a teacher leads me to the conclusion that the battle for a better world will be won or lost in our schools."

"The Heart Is the Teacher" recounts simply and modestly the vicissitudes of his long life, the successes and the failures, the achievements and the disappointments of a

man dedicated to a profession which is the foundation of every society and the very life-blood of a democracy. The man needs no further glory, but the profession still awaits the honors and the rewards to which it is richly entitled.

HYMEN ALPERN

*Evander Childs High School, New York City*

\* \* \*

### *Real Proficiency*

A particularly intelligent step toward the improvement of foreign languages on the college level was taken this spring by the University of San Francisco. Beginning with the next freshman class, students will be required for graduation to demonstrate proficiency not only in reading and writing but in speaking and understanding the foreign language of their choice. Who knows how many such examples it will take to loosen the ivy which seems to bind our older institutions?

\* \* \*

"We might as well face it. A new emphasis on modern foreign languages is developing rapidly because secondary schools face what Dr. James Conant calls, 'a most distressing situation' in the teaching of foreign languages." The group being thus exhorted to face grim reality was the large and powerful National Association of Secondary School Principals; the occasion, their annual convention in Philadelphia, 7-11 February, 1959; the document, a statement on "Modern Foreign Languages in the Comprehensive Secondary School." The major project for the year of their Committee on Curriculum Planning and Development, this statement was designed to parallel similar declarations of past years effecting mathematics and science. The original draft was the work of a small conference of modern foreign language specialists and NASSF experts under Dr. Paul Elicker, their executive secretary, and Dr. Ellsworth Tompkins, associate secretary; foreign language teachers on the Committee were Theodore Andersson, Emma Birkmaier, Nelson H. Brooks, Archibald T. MacAllister, and Mary P. Thompson. The revised version which won the Convention's approval, is still a strong statement of the new objectives and methods of modern language learning. It has in addition some practical suggestions for the school administrator plus a working bibliography, all of which should make it a strong influence for the upgrading of modern foreign languages in the schools. Reprints of it may be obtained for 15 cents from the NASSP, 1201 Sixteenth Street, N.W., Washington, D.C.

\* \* \*

Braun, S.  
New  
Brereton  
Verse  
Inc.,  
Daninos  
York:  
+lxx.  
Dostert,  
Bruce  
Ernst and  
New Y  
\$4.40.  
Ernst and  
Holt a  
French M  
Frenc  
Guitard,  
Illustr  
1959.  
Holmes,  
Chréti  
Unive  
\$5.00.  
Klinck, C  
Librai  
Klinck,  
Librai  
Lipp and  
Co., 1  
Montaig  
Cunning  
Langu  
v+xi  
Feise, Er  
ture S  
Hough  
Feise, E  
Litera  
and M  
Fenyvess  
Köln-  
Guthke,  
Gerhar  
Press.  
Haensch,  
Huebe  
Haywood  
Harva

# Books Received

## French

- Braun, Sidney D., Editor, *Dictionary of French Literature*. New York: Philosophical Library, 1958. Pp. 362. \$10.00.
- Brereton, Geoffrey, Editor, *The Penguin Book of French Verse: 16th to 18th Centuries*. Baltimore: Penguin Books, Inc., 1959. Pp. xxxviii+329. \$9.5.
- Daninos, Pierre, *Les Carnets du Major Thompson*. New York: Henry Holt and Company, 1959. Pp. vii+270+lxix. \$3.40.
- Dostert, Léon, *Français. Premier Cours*. Milwaukee: The Bruce Publishing Co., 1958. Pp. 469+12 pages in color.
- Ernst and Levy, *Le Français. Book I*. Revised Edition. New York: Henry Holt and Co., 1959. Pp. xx+513+xli. \$4.40.
- Ernst and Levy, *Le Français. Book II*. New York: Henry Holt and Co., 1959. Pp. xiv+555. \$4.60.
- French News*. Published by the Cultural Services of the French Embassy. No. 4, 1959. Pp. 65.
- Guitard, Lucien and Marandet, Leon, *French Phonetics Illustrated*. New York: Cambridge University Press, 1959. Pp. 63. \$7.5.
- Holmes, Jr., Urban T. and Sister M. Amelia Klenke, O.P., *Chrétien, Troyes, and the Grail*. Chapel Hill, N. C.: The University of North Carolina Press, 1959. Pp. vii+230. \$5.00.
- Klinck, George A., *La Randonnée de l'Oiseau-Mouche*. La Librairie Générale Canadienne, 1959. Pp. 127.
- Klinck, George A., *Le Retour de l'Oiseau-Mouche*. La Librairie Générale Canadienne, 1959. Pp. 190.
- Lipp and Célières, *Paliques*. New York: Henry Holt and Co., 1959. Pp. 184+xxxix. \$3.20.
- Montaigne, Michel de, *Essays* (tr. by J. M. Cohen). Baltimore: Penguin Books, Inc., 1959. Pp. 406+v. \$9.5.
- The Selected Essays of Montaigne*. Edited by L. Crocker. New York: Pocket Books Inc., 1959. xviii+456. \$5.00.
- O'Brien, Kathryn L., and La France, Maire Stella, *Second-Year French*. Boston: Ginn and Co., 1959. Pp. xx+458. \$4.80.
- Oxford Easy French Readers. *Berthe Aux Grands Pieds*. A Medieval Tale Adapted and Simplified by H. Purvis and J. E. White. London: Oxford University Press, 1957. Pp. 48.
- Oxford Easy French Readers. *Huon de Bordeaux*. A Medieval Tale Adapted and Simplified by H. Purvis and J. E. White. London: Oxford University Press, 1957. Pp. 48.
- Oxford Easy French Readers. *Roland*. Adapted and Simplified by H. Purvis and J. E. White. London: Oxford University Press, 1957. Pp. 48.
- Seibert, Louise C. and Crocker, Lester G., *Skills and Techniques for Reading French*. Baltimore: The Johns Hopkins Press, 1958. Pp. xix+249. \$4.50.
- Sister Georgiana, *Successful Devices in Teaching French*. Portland, Maine: J. Weston Walch, Publisher, 1957. Pp. vi+186. \$2.50.
- Tilander, Gunnar, *Mélanges d'étymologie cynétique*. Lund, Sweden: Bloms Boktryckeri, 1958. Pp. 329.
- Voltaire, *Candide*. Textes français classiques et modernes. Edited by Lester G. Crocker. London: University of London Press Ltd., 1958. Pp. 128.
- Young, Gale, *L'Arche de Noé*. London: Edward Arnold (Publishers) Ltd., 1957, reprinted 1958.

## German

- Cunningham, A. F., *Science Students' Guide to the German Language*. London: Oxford University Press, 1958. Pp. v+xxiii+186.
- Feise, Ernst and Steinhauer, Harry, Editors, *German Literature Since Goethe*, (Part I. The Liberal Age). Boston: Houghton Mifflin Co., 1958. Pp. viii+408.
- Feise, Ernst and Steinhauer, Harry, Editors, *German Literature Since Goethe (Part II)*. Boston: Houghton and Mifflin Co., 1959. Pp. x+395. \$4.75.
- Fenyvessy, Hieronymus, *Mein Traum wurde Wirklichkeit*. Köln-Detroit, 1958. Pp. 175.
- Guthke, Karl S. and Wolff, Hans M., *Das Leid im Werke Gerhart Hauptmanns*. Berkeley: University of California Press, 1958. Pp. 122. \$2.50.
- Haensch, Günther, *Deutsche Texte zum Übersetzen*. Max Hueber Verlag, München, 1958. Pp. 199.
- Haywood, Bruce, *Novalis: The Veil of Imagery*. Cambridge: Harvard University Press, 1959. Pp. 159.
- Heuser, Georg, *Die akilose Dramaturgie William Shakespeares*. Marburg, 1956. Pp. ix+430.
- Itter, Lucille, *German Workbook for Science Students*. New York: Rinehart and Co., 1959. Pp. 166. \$2.90.
- Jens, Walter, *Der Blinde*. New York: Henry Holt and Co., 1959. Pp. xiii+163+xliv. \$3.20.
- Kirch, Max S. and Moenkemeyer, Heinz, *Functional German*. New York: American Book Co., 1959. Pp. xxx+304. \$4.25.
- Meessen, Hubert J. and Blohm, Kurt, *Lebendiges Deutschland*. Boston: Ginn and Co., 1959. Pp. viii+248.
- Mueller, Hugo J., *Deutsch, Erstes Buch*. Milwaukee: The Bruce Publishing Co., 1958. Pp. 422+12 pages in color.
- Neumann, Alfred, *Viele heissen Kain*. Boston: Houghton Mifflin Co., 1958. Pp. vii+140. \$1.90.
- Reichert, Herbert W., *Deutsche Hörspiele*. New York: Appleton-Century-Crofts, Inc., 1959. Pp. vii+266. \$2.95.

- Rilke, Rainer Maria, *Geschichten vom Lieben Gott*. New York: Twayne Publishers, Inc., 1957. Pp. 203. \$3.00.
- Shaw, Leroy R., *Witness of Deceit: Gerhart Hauptmann as a Critic of Society*. Berkeley: University of California Press, 1958. Pp. 125.
- Tannhof, Rudolf, *Durch Leid Zur Freude*. Köln am Rhein: Amerikanisch-Ungarischer Verlag. Pp. 74.
- Von le Fort, Gertrud, *Das Gericht Des Meeres*. New York:

- Appleton-Century-Crofts, Inc., 1959. Pp. xii+79. \$.95.
- Wagner, Rudolph F., *Successful Device in Teaching German*. Portland, Maine: J. Weston Walch, Publisher, 1959. Pp. iv+179. \$2.50.
- Zuckmayer, Carl, *Das kalte Licht*. Edited by Frank G. Ryder. New York: Appleton-Century-Crofts, Inc., 1958. Pp. 248. \$2.75.

## Spanish

- Anales del Instituto Nacional de Antropología e Historia*. Mexico 1, D.F.: Biblioteca Central, 1957. Pp. 169.
- Andújar, Julio I. and Dixon, Robert J., *Workbook in Everyday Spanish. Book I. For Elementary and Intermediate Students*. Pp. 137. *Book II. For Intermediate and Advanced Students*. Pp. 136. New York: Latin-American Institute Press, Inc., 1958.
- Angel, Juvenal L. and Dixon, Robert J., *Método Directo De Conversación En Español. Libro 1*. New York: Latin-American Institute Press, Inc., 1954. Pp. 121.
- Angel, Juvenal L. and Dixon, Robert J., *Método Directo De Conversación En Español. Libro 2*. New York: Latin-American Institute Press, Inc., 1957. Pp. 117.
- Angel, Juvenal L. and Dixon, Robert J., *Tests and Drills in Spanish Grammar*. New York: Latin-American Institute Press, Inc., 1958. Pp. 212.
- Anuario de la Academia Colombiana*. Tomo XII, 1950-1955. Bogota: Imprenta Del Banco De La Republica, 1957. Pp. 437.
- Avrett, Robert, *Spanish in Review*. New York: Harper and Brothers, 1959. Pp. xiii+301. \$3.50.
- Centeno, Augusto, *Vidas*. New York: Henry Holt and Co., 1959. Pp. 258+xlili. \$3.60.
- Da Silva and Lovett, *A Concept Approach to Spanish*. New York: Harper and Brothers, 1959. Pp. ix+405.
- El Sol*. Organ of the Asociación de Maestros de Puerto Rico. Vol. 3. Num. 13. Puerto Rico, Hato Rey, 6 de octubre de 1958.
- García-Prada, Carlos and Wilson, William E., *Entendámonos—Manual de Conversación*. 2nd Edition. Boston: Houghton Mifflin Co., 1958. Pp. viii+217. \$2.25.
- Ginsburg, Ruth R. and Nassi, Robert J., *Primera Vista (A First-Year Course)*. Boston: Allyn and Bacon, Inc., 1959. Pp. xiii+497.
- Ginsburg, Ruth R. and Nassi, Robert J., *Workbook for Primera Vista*. Boston: Allyn and Bacon, Inc., 1959. Pp. ii+190.
- Golden, Herbert H. and Simches, Seymour O., *Modern Iberian Language and Literature: A Bibliography of*

- Homage Studies*. Cambridge: Harvard University Press, 1958. Pp. x+184.
- Kirk, Charles F., *Successful Devices in Teaching Spanish*. Portland, Maine: J. Weston Walch, Publisher, 1958. Pp. ii+183. \$2.50.
- Leslie, John Kenneth, *Spanish For Conversation*. Boston: Ginn and Co., 1959. Second Edition, Pp. xi+355. \$4.50.
- Levy, Kurt L., *Vida y obras de Tomás Carrasquilla*. Medellín, Colombia: Editorial Bedout, 1958. Pp. 397.
- Mora, Jose Ferrater, *Ortega y Gasset*. Provenza, Barcelona: I. G. Seix y Barral Hnos, S. A., 1958. Pp. 147.
- Pittaro, John M. and Green, Alexander, *Primer Curso Para Todos*. 3rd Edition. Boston: D. C. Heath and Co., 1959. Pp. xxvii+492.
- Revista Hispanica Moderna*. Hispanic Institute in the United States, Columbia University, 1959. Num. 1-2. Pp. 184.
- Rona, Jose Pedro, *Aspectos Metodológicos de la Dialectología Hispanoamericana*. Publicaciones Del Departamento De Linguística, 1958. Pp. 37.
- Rubio, José Lopez, *La Otra Orilla*. New York: Appleton-Century-Crofts, Inc., 1958. Pp. ix+137. \$1.95.
- Schade, George D., *Trece Relatos Hispánicos*. New York: The Odyssey Press, 1959. Pp. ix+181. \$2.50.
- Shoemaker, William H., *Cuentos de la joven generación*. New York: Henry Holt and Co., 1959. Pp. xvii+165+ii. \$3.00.
- Simpson, Lesley Bryd, Tr., *The Celestina*. Berkeley: The University of California Press, 1959. Pp. xii+162. \$1.25.
- Thesauras, Boletín del Instituto Caro Y Cuervo*. Bogota, 1958. Pp. vii+357.
- Tilander, Gunnar, *Documento Desconocido de la Aljama de Zaragoza del año 1331*. Stockholm, 1958. Pp. 45.
- Torres-Rioseco, Arturo, *The Epic of Latin American Literature*. Berkeley: University of California Press, 1959. Pp. vii+277. \$1.50.
- de Vega, Lope, *La Dorotea*. Berkeley: University of California Press, 1958. Pp. 504. \$5.00.

## Other Languages

- Adamovich, Anthony, *Opposition to Sovietization in Belorussian Literature—1917-1957*. Series I, No. 38. München, Germany: Buchdruckerei Universal, 1958. Pp. 204.
- Bennett, Josephine W., Cargill, Oscar and Hall, Jr., Vernon, Editors, *Studies in The English Renaissance Drama*. New York: New York University Press, 1959. Pp. xxvi+368. \$6.00.

- Borras and Christian, *Russian Syntax*. Fairlawn, New Jersey: Oxford University Press, 1959. Pp. 404. \$5.60.
- Cantarella, Michele, *The Italian Heritage*. New York: Henry Holt and Co., 1959. Pp. xv+364+xxxvi. \$5.90.
- Collins, V. H., *A Second Book of English Idioms*. New York: Longmans, Green & Co., Inc., 1959. Pp. x+256.
- Comp, and Arr. by Karsh, I. Abraham, *Catalogue of Hebrew Manuscripts Preserved in the USSR*, Part II. New York:



- New York University Library of Judaica and Hebraica, 1958. Pp. xi+138.
- Diringer, D., *The Story of the Aleph Beth*. New York: Philosophical Library, 1958. Pp. 195. \$4.75.
- The English Language Institute Staff, Robert Lado, director; Charles C. Fries, consultant. *An Intensive Course in English*. 4 vols. Ann Arbor: The University of Michigan Press. *English Sentence Patterns*, 3rd rev. ed., 1958. *English Pattern Practices*, 3rd. rev. ed., 1958. *English Pronunciation*, 2nd rev. ed., 1954. *Lessons in Vocabulary*, 2nd rev. ed., 1956.
- Goldstein, Macolm, *Pope and the Augustan Stage*. Stanford, California: Stanford University Press, 1958. Pp. xii+139.
- Gustafson, Ralph, Editor, *The Penguin Book of Canadian Verse*. Baltimore: Penguin Books, Inc., 1959. Pp. 255. \$85.
- Hewitt-Thayer, Harvey W., *American Literature as Viewed in Germany, 1818-1861*. Chapel Hill: The University of North Carolina Press, 1958. Pp. v+83.
- Humbert, S., *Practice in Commercial English*. Paris: Dunod, 1959. Pp. viii+268.
- Lamb, G. F. and Fitz-Hugh, C. C., *Comprehension Exercises for Lower Forms*. London: George G. Harrap and Co., Ltd., 1958. Pp. 123.
- MuCue, George S., *A Graphic History of English Stressed Vowels*. Denver: Alan Swallow, 1958. Pp. 32. \$1.00.
- Pei, Mario and Nikanov, Fedor I., *Getting Along in Russian*. New York: Harper and Brothers, 1959. Pp. xii+260. \$3.50.
- Pisant, Emmanuel, *International Dictionary*. Paris: Moderninter, 1950, 1958. Pp. 380.
- Sister M. Bonaventure, *Successful Devices in Teaching Latin*. Portland, Maine: J. Weston Walch, Publisher, 1959. Pp. ii+205. \$2.50.
- Stepanoff, N.C., *Say It in Russian*. New York: Dover Publications, 1958. Pp. 175. \$7.75.
- Stevick, Earl W., *Supplementary Lessons in American English for Advanced Students*. Nashville: Abingdon Press, 1958. 10 Lessons. Pp. 40. \$5.00.
- Taylor, James L., *A Portuguese-English Dictionary*. Stanford, California: Stanford University Press, 1958. Pp. x+662. \$11.50.
- Albion-Meek, Peggy, *The Great Adventurer*. New York: St. Martin's Press, 1957. Pp. viii+154. \$1.00.
- de Beaumont, Gustave, *Marie or Slavery in the United States*. Stanford, California: Stanford University Press, 1958. Pp. xvii+252. \$4.95.
- Bradfield, Nancy, *Historical Costumes of England, 1066-1956*. New York: Barnes and Noble, Inc., 1959. Pp. 183.
- Brown, Charles Brockden, *Wieland or the Transformation*. New York: Hafner Publishing Co., 1958. Pp. xlix+351.
- Burton, Elizabeth, *The Pageant of Elizabethan England*. New York: Charles Scribner's Sons, 1959. Pp. 276. \$3.95.
- Cornell, Kenneth, *The Post-Symbolist Period*. New Haven: Yale University Press, 1958. Pp. vii+182. \$4.00.
- Covello, Leonard with d'Agostino, Guido, *The Heart Is the Teacher*. New York: McGraw-Hill Book Co., 1958. Pp. 275.
- Crosby, James O., *The Text Tradition of the Memorial "Catolica, Sacra, Real Magestad."* Lawrence, Kansas: University of Kansas Press, 1959. Pp. vii+81. \$4.00.
- Douglas, Lloyd C., *The Big Fisherman*. New York: Cardinal Giant-Pocket Books, Inc., 1959. Pp. 597. \$5.00.
- Endore, Guy, *Detour at Night*. New York: Simon and Schuster, 1959. Pp. iv+186. \$2.95.
- Hughes, Dorothy, *Madeleine*. Marshall Jones Co., 1959. Pp. 102.
- Knox, Bernard M. W., *Oedipus the King*. New York: Pocket Books, Inc., 1959. Pp. xxxii+110. \$3.35.
- Kozelka, *A Glossary to the Plays of Bernard Shaw*. New York: Teachers Collge, Columbia University, Bureau of Publications, 1959. Pp. 55. \$1.50.
- La Farge, Oliver, *Laughing Boy*. New York: Pocket Books, Inc., 1959. Pp. viii+259. \$3.35.
- Liberal Education*. Published by The Association of American Colleges, 1959. Volume XLV, Number 1. Pp. 187.
- Maas, Paul, *Textual Criticism*. Tr. from the German by Barbara Flower. New York: Oxford University Press, 1958. Pp. 59.
- Modern Foreign Languages in the High School*. Edited by Majorie C. Johnston, Specialist for Foreign Languages. Bulletin 1958, No. 16. U. S. Department of Health, Education and Welfare. Pp. 166.
- Moustakas, Clark E., *The Alive and Growing Teacher*. New York: Philosophical Library, 1959. Pp. xii+157. \$3.00.
- Murch, A. E., *The Development of the Detective Novel*. New York: Philosophical Library, 1958. Pp. 272.
- Nagler, A. M., *Shakespeare's Stage*. New Haven: Yale University Press, 1958. Pp. 117.
- Nehls, Edward, *D. H. Lawrence, vol. III: A Composite Biography*. Madison: The University of Wisconsin Press, 1959. Pp. xxxi+767. \$7.50.
- On Translation*. Cambridge: Harvard University Press, 1959. Pp. xxi+298. \$6.50. Pace, Antonio. *Benjamin Franklin and Italy*. Philadelphia: The American Philosophical Society, 1958. Pp. xiii+450. \$5.00.
- Peterson, Houston, Editor, *Essays in Philosophy*. New York: Pocket Books, Inc., 1959. Pp. xv+509. \$5.00.
- Purcell, Claude, *A Primer of Foreign Language Study for Georgia Schools*. Published by Department of Education, Division of Instruction, University of Georgia. 1959. Pp. 40.
- Reiss, Samuel, *Language and Psychology*. New York: Philosophical Library, Inc., 1958. Pp. iii+299. \$3.75.
- Screech, M. A., *The Rabelaisian Marriage*. New York: St. Martin's Press, 1958. Pp. vii+144. \$5.50.
- Shakespeare, William, *The Tempest*. Baltimore: Penguin Books, Inc., 1959. Pp. 112. \$5.00.
- Shakespeare, William, *The Tragedy of Macbeth*. New York: Pocket Books, Inc., 1959. Folger Library Series. Pp. xli+96. \$3.35.
- Shakespeare, William, *Troilus and Cressida*. Baltimore: Penguin Books, Inc., 1958. Pp. 115+li. \$6.50.

- Sinclair, John D., Tr., *Dante's Inferno*. New York: Oxford University Press, 1959. Pp. 432.
- Singleton, Charles S., *Dante Studies. Journey to Beatrice*. Cambridge: Harvard University Press, 1958. Pp. 291.
- Stallknecht, Newton P., *Strange Seas of Thought. Studies in William Wordsworth's Philosophy of Man and Nature*. Bloomington: Indiana University Press, 1958. Pp. 220.
- de Toledo, Alfonso Martinez. *Little Sermons on Sin*. Berkeley: University of California Press, 1959. Pp. viii+200. \$1.50.
- Visiak, E. H., *The Portent of Milton*. New York: Hillary House, Inc., 1958. Pp. 148.
- White, John S., *Renaissance Cavalier*. New York: Philosophical Library, Inc., 1959. Pp. 66. \$3.50.
- Yatron, Michael, *America's Literary Revolt*. New York: Philosophical Library, 1959. Pp. 176. \$4.50.

\* \* \*

### Timely Publications

Ginn and Company just published a *Purchase Guide* (\$3.95) to help elementary and secondary school teachers buy equipment for science, mathematics, and modern language teaching, using funds from Title III. Compiled by 140 experts in these fields, the *Guide* provides purchase and use data and specifications for nearly 1000 items, as well as selective bibliographies. For the modern languages there are also 25 pages of essays and illustrations which give detailed information on the nature and use of all kinds of A-V equipment, from the simplest to the most complete.

Another unique and extremely valuable compilation, just made available, is an *MLA List of Materials for the Teaching of Modern Foreign Languages* (MLA, 70 Fifth Avenue, N.Y. 11, N.Y., \$0.50). Prepared by the staff of the FL Program, it contains thousands of suggestions for teachers at all levels, including an up-to-date list of books, films and realia of all kinds.

\* \* \*

### \$3,500 Fellowship for French Studies

Awarded alternately in the fields of Greek and French, the Mary Isabel Sibley Fellowship will be offered in 1960 for the study of any aspect of French language or literature.

Candidates must be unmarried women between 25 and 35 years of age who have demonstrated their ability to carry on original research. They must hold the doctorate or have fulfilled all the requirements for the doctorate except the dissertation, and they must be planning to devote full-time work to research during the Fellowship year which begins September 1, 1960. Eligibility is *not* restricted to members of Phi Beta Kappa.

The Fellow is required to file an informal report with the award committee at the completion of six months of work and a detailed report at the end of the year.

Applications for the 1960 award must be filed before February 1, 1960. Application forms and further information may be obtained from: The Mary Isabel Sibley Fellowship Committee, The United Chapters of Phi Beta Kappa, 1811 Q Street, N.W., Washington 9, D. C.

\* \* \*